



National Unit specification

General information

Unit title: Children and Young People: Process of Play
(SCQF level 5)

Unit code: HC37 45

Superclass: PQ

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Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed to allow learners to consider and explain the importance and benefits of play and some of the significant theories of play for children and young people.

This Unit is suitable for learners who are considering working within an early learning and childcare setting or who wish to expand their knowledge of working with children and young people in a playwork or childcare setting.

This Unit is a mandatory Unit of the National Progression Award (NPA) in Playwork and Childcare, but is also suitable for learners wishing to study the Unit on its own. The Unit is suitable for learners who are considering employment in the playwork and childcare sector or wish to progress onto higher level Playwork and Childhood Practice qualifications.

Outcomes

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

- 1 Explain the value of play for children and young people
- 2 Describe theories of play and play spaces.

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

National Unit specification: General information (cont)

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Recommended entry to the Unit

While entry is at the discretion of the centre, learners would normally benefit from having attained one of the following, or equivalent:

- ◆ a *Communications* Unit at National 4
- ◆ a Unit(s) from National 4 — *Early Education and Childcare*

Learners would benefit from some knowledge and understanding of the development of children and young people and appropriate play and activities for children and young people.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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

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.

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.

Outcome 1

Explain the value of play for children and young people.

Performance Criteria

- (a) Explain the principles of play for children and young people.
- (b) Explain the benefits of play for children and young people.

Outcome 2

Describe theories of play and play spaces.

Performance Criteria

- (a) Explain what is meant by the terms: 'play', 'play process', 'play space' and 'play types'.
- (b) Describe theories of play from playwork perspective.
- (c) Describe theories of play from early learning perspective.

Evidence Requirements for this Unit

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

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

The evidence for this Unit should take the form of:

Outcome 1

- ♦ Two explanations of 250 words each, on:
 - the importance and benefit of play for children and young people
 - the principles of play for children and young people

Outcome 2

The learner must evidence their understanding of the two perspectives of play. This can be completed as an individually through the production of a poster, report or presentation.

An alternative would be an observed group discussion, debating each perspective of play. The evidence will be learner notes and assessor observation checklist which will ensure all learners are involved in the debate.



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 60 hours.

Guidance on the content and context for this Unit

This Unit is designed to allow learners to investigate and explore the importance and benefits of play and some of the significant theories of play for children and young people.

Learners will work under the Scottish Social Services Council (SSSC) codes of practice. This Unit aligns to the National Occupational Standards (NOS) for Playwork at level 2 developed by the Sector Skills Council (SSC) SkillsActive and also to the NOS for Social Services: Children and Young People at level 2 developed by the SSC Skills for Care and Development.

Outcome 1

The learner should be able to discuss the value of play for children and young people. They need to have the opportunity to explore their own play experiences and those of children today. Learners should be able to explain the importance of play for the well-being of children and young people, as well as explore the developmental benefits of play for children and young people. The current Principles of Playwork can be found on the SkillsActive web site www.skillsactive.com.

Learners should have the opportunity to consider the child and young person's view of play, and the different approaches to play at different ages. Learners should explore the value of different models of play for children and young people at different ages, ie playing alone, playing alongside others and playing together and the significance of that to the child and young person. Learners should give due consideration to children and young people who may have additional support needs and whose play may not be age appropriate.

Outcome 2

Learners need to have the opportunity to identify and examine a variety of theoretical perspectives of play which include playwork and early learning.

The learner should explore some of the significant theories of play, and then be able to describe these theories which are relevant or of interest to them. This should be a play theory related to children and young people, such as those listed in the appendix.

National Unit Support Notes (cont)

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Guidance on approaches to delivery of this Unit

This Unit is an optional Unit in the National Progression Award in Playwork and Childcare and it is recommended that the Unit is delivered within the context of this Group Award.

In delivering this Unit there should be a balance between teacher/lecturer presentation and learner-centred learning. In order to engage the learners, opportunities exist to use the following methods in delivering the Unit:

- ◆ group discussion on legislations, principles, guidelines, etc
- ◆ case studies or scenarios on different types of early learning and childcares
- ◆ individual/small group investigations, exercises or research
- ◆ visits to, or videos about, different types of early learning and childcare facilities
- ◆ use of ICT such as searching appropriate and relevant websites

Assessors must ensure that all evidence presented is learner's own work and provide confirmation of authentication according to centres procedures and SQA processes.

Guidance on approaches to assessment of this Unit

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

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. 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.

The assessment for this Unit is laid out clearly in the Evidence Requirements section of the Statement of Standards of this specification. The standard to be applied is exemplified in the Assessment Support Pack for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

Written and/or oral evidence is required to demonstrate that the learner has achieved all the Outcomes and Performance Criteria. The evidence for this Unit should take the form of:

Outcome 1

- ◆ Two explanations of 250 words each, on:
 - the importance and benefit of play for children and young people
 - the principles of play for children and young people

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Outcome 2

The learner must evidence their understanding of the two perspectives of play. This can be completed as an individually through the production of a poster, report or presentation. An alternative would be an observed group discussion, debating each perspective of play. The evidence will be learner notes and assessor observation checklist which will ensure all learners are involved in the debate.

This summative assessment for Outcome two will incorporate all three criteria. The expectation is that the learner will include their use of 'play', 'play process', 'play space' and 'play types'; and theories to substantiate their understanding of play perspectives.

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.

Opportunities for developing Core and other essential skills

Learners may have the opportunity to develop aspects of the Core Skill in *Working with Others* through group discussions, exercises as part of the learning and teaching approach.

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

Development of skills for learning, skills for life, and skills for work.

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below.

These must be built into the Unit where there are appropriate opportunities.

- ◆ **1 Literacy**
 - 1.3 Listening and talking
- ◆ **3 Health and wellbeing**
 - 3.1 Personal learning
 - 3.2 Emotional wellbeing

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♦ **4 Employability, enterprise, and citizenship**

4.6 Citizenship

♦ **5 Thinking skills**

5.2 Understanding

Support Notes

Playwork Principles

- 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 well-being 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.

'Play' — Play is freely chosen, personally directed and intrinsically motivated.

'Play process' — 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 space' — Any area — physical, affective, permanent or transient — that supports and enriches the potential for children and young people's self-directed play. A play environment may consist of one or any number of play spaces.

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Significant Theories of Play

The learner should be able to describe one of these theories which is relevant or of interest to them. This should be a play theory related to children and young people, such as:

Playwork Perspective

The playwork perspectives ensure that children and young people lead the play, with no specific learning Outcomes. The play is freely chosen by the children and young people for their own reasons and purposes, and the adult should support and facilitate play.

For example:

Sturrock and Else, Psycholudics: description of the process of play through the play cycle.

Hughes, B, Freely chosen and intrinsically motivated play. Intervention strategies considering the role of the adult.

Early Learning Perspective

The early learning perspective is that children learn and develop through play and that adults plan the play to focus on development and may have specific learning Outcomes.

For example:

Piaget's view of play: Practice play (0–2 years); Symbolic play (2–6 years); Games with rules (6/7 years +)

Vygotsky, L - scaffolded play, where an adult directs the child's play to ensure learning has taken place.

There is an expectation that the learner will investigate a number of current theories in order to gather as much information to allow them to understand both perspectives.

* Examples of play types taken from Hughes, B., 2002, A Taxonomy of Play Types. Available via www.playeducation.com

** Gordon Sturrock and Perry Else, 1998, The playground as therapeutic space: playwork as healing (known as 'The Colorado Paper'), published in Play in a Changing Society: Research, Design, Application, IPA/USA, Little Rock, USA. Available as a PDF free of charge from www.ludemos.co.uk or info.ludemos@virgin.net.

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Types of Play

Symbolic play: play with toys, junk modeling, 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 modeling, sewing, weaving, tie-dye, t-shirt painting and textiles.

Discovery Play: sensory play, exploratory play, water play, sand play, play using natural elements, Environmental activities: including '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, ie 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.

Or the following definitions of Types of Play

Communication play: Play using words, nuances or gestures — for example mime, jokes, play acting, mickey taking, singing, debate, poetry.

Creative play: Play which allows a new response, the transformation of information, awareness of new connections, with an element of surprise — for example enjoying creation with a range of materials and tools for its own sake.

Deep play: Play which allows the child to encounter risky or even potentially life threatening experiences, to develop survival skills and conquer fear — for example leaping onto an aerial runway, riding a bike on a parapet, balancing on a high beam.

Dramatic play: Play which dramatises events in which the child is not a direct participator — for example presentation of a TV show, an event on the street, a religious or festive event, even a funeral.

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Exploratory play: Play to access factual information consisting of manipulative behaviours such as handling, throwing, banging or mouthing objects — for example engaging with an object or area and, either by manipulation or movement, assessing its properties, possibilities and content, such as stacking bricks.

Fantasy play: Play, which rearranges the world in the child's way, a way which is unlikely to occur — for example playing at being a pilot flying around the world or the owner of an expensive car.

Imaginative play: Play where the conventional rules, which govern the physical world, do not apply — for example imagining you are, or pretending to be, a tree or ship, or patting a dog which isn't there.

Locomotor play: Movement in any and every direction for its own sake — for example chase, tag, hide and seek, tree climbing. Control of the physical and affective ingredients of the environments — for example digging holes, changing the course of streams, constructing shelters, building fires.

Mastery play: Control of the physical and affective ingredients of the environments — for example digging holes, changing the course of streams, constructing shelters, building fires.

Object play: Play which uses infinite and interesting sequences of hand-eye manipulations and movements — for example examination and novel use of any object, eg cloth, paintbrush, cup.

Role play: Play exploring ways of being, although not normally of an intense personal, social, domestic or interpersonal nature — for example brushing with a broom, dialling with a telephone, driving a car.

Rough and tumble play: Close encounter play which is less to do with fighting and more to do with touching, tickling, gauging relative strength, discovering physical flexibility and the exhilaration of display — for example playful fighting, wrestling and chasing where the children involved are obviously unhurt and giving every indication that they are enjoying themselves.

Social play: Play during which the rules and criteria for social engagement and interaction can be revealed, explored and amended — for example any social or interactive situation which contains an expectation on all parties that they will abide by the rules or protocols, ie games, conversations, making something together.

Socio-dramatic play: The enactment of real and potential experiences of an intense personal, social, domestic or interpersonal nature — for example playing at house, going to the shops, being mothers and fathers, organising a meal or even having a row.

Symbolic play: Play which allows control, gradual exploration and increased understanding, without the risk of being out of one's depth — for example using a piece of wood to symbolise a person, or a piece of string to symbolise a wedding ring.

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Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Children and Young People: Process of Play
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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 allow you to consider and explain the importance and benefits of play and some of the significant theories of play for children and young people.

This Unit is suitable for you if you are considering working within an early learning and childcare setting or who wish to expand your knowledge of working with children and young people in a playwork or childcare setting.

This Unit is a mandatory Unit of the National Progression Award (NPA) in Playwork and Childcare, but is also suitable for studying the Unit on its own. The Unit is suitable for you if you are considering employment in the playwork and childcare sector or wish to progress onto higher level Playwork and Childhood Practice qualifications.

Outcomes

- 1 Explain the value of play for children and young people.
- 2 Describe theories of play and play spaces.

Assessment

You will be expected to produce written and/or oral recorded evidence which demonstrates that you have met the requirements of Outcomes 1, 2.

The evidence for this Unit should take the form of:

Outcome 1

- ◆ Two explanations of 250 words each, on:
 - the importance and benefit of play for children and young people
 - the principles of play for children and young people

Outcome 2

You must evidence your understanding of the two perspectives of play. This can be completed as an individually through the production of a poster, report or presentation. An alternative would be an observed group discussion, debating each perspective of play. The evidence will be learner notes and assessor observation checklist which will ensure all learners are involved in the debate.

This summative assessment will incorporate both criteria.