

Project Assessed Course

C06L 12 Play in Early Education and Childcare Higher

Project Specification

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1 Project Assessed Course — Overview

This Project Specification provides the template for the definition and assessment of the Project Assessed Course. The appendices contain the project briefs and a set of notes designed to support and guide both candidates and tutors.

The assessment of this Project Assessed Course is by means of an Extended Case Study in which candidates will investigate and report on a case study scenario. There will be a number of case studies to choose from to reflect the variety of early education and childcare settings and age groups of children. The candidate will select the case study most appropriate to their own workplace experience. The Extended Case Study integrates the knowledge, understanding and skills gained in the individual course Units. It allows candidates to reflect on their practice and on the practice of others. The integrated nature of the project has several advantages. Depth of understanding can be consolidated and there are opportunities for additional integrated or applied learning. The project represents an opportunity for candidates to develop and apply skills relating to interpreting and gathering information, analysing, decision-making and action planning. The Extended Case Study should be introduced once the component Units have been completed to enable candidates to make full use of their learning and understanding.

Assessment will be based on the outcome of the project. An overall grade (A, B or C) will be determined by assessment of each candidate's performance in producing the project. This assessment will be subject to external marking. To gain the course award, the candidate must pass both mandatory Units, *Play in Early Education and Childcare* and *Play in Practice*, as well as the project assessment.

Candidates must select the case study which reflects their work placement experience undertaken for the Unit: *Play in Practice (Higher)*. The project has been devised to allow candidates to achieve any grade across the range.

The assessment of this Project Assessed Course is concerned primarily with a full investigation and analysis of the selected case study scenario. The project also includes skills related to the planning and evaluation of the investigation as well as skills in report writing.

Following the selection of a case study scenario candidates will be provided with a brief and are expected to demonstrate attainment relating to:

- ◆ planning the investigation they will undertake in relation to the set tasks
- ◆ research and reporting on set tasks
- ◆ drawing conclusions and making realistic recommendations
- ◆ evaluating the outcome

Candidate evidence is required as follows:

- ◆ planning the investigation
- ◆ reporting on the set tasks
- ◆ drawing conclusions and making recommendations
- ◆ evaluation of content and process of the project

2 Recommended Entry

It is strongly advised that candidates should have completed the following component Units of the Play in Early Education and Childcare (Higher) Course prior to embarking on the Course assessment:

- ◆ National Unit: DM41 12: *Play in Early Education and Childcare*
- ◆ National Unit: DM42 12: *Play in Practice*

It is strongly recommended that candidates should have achieved Communication (Core Skill) at Intermediate 2, before attempting this Course, and should ideally be working towards Communication (Core Skill) at Higher or equivalent.

Candidates who achieve the Course assessment will not be certificated for the Course until they have successfully completed the Units.

3 Related Knowledge and Skills

The Extended Case Study allows candidates to develop knowledge of:

- ◆ factors which are important in creating play environments in early education and childcare settings
- ◆ the different types of play
- ◆ the importance of play to the developing child
- ◆ the importance of the adult in setting up different types of play

It will allow the candidate to develop practical competencies in:

- ◆ supporting play environments under supervision
- ◆ supporting different types of play
- ◆ reflecting on the importance of play to the developing child
- ◆ reflecting on the role of adults

It also allows candidates to further develop and apply skills in:

- ◆ planning an investigation
- ◆ retrieving information from a variety of sources
- ◆ using a range of investigation techniques
- ◆ writing a research report according to standardised procedures, eg including a contents page and bibliography
- ◆ evaluating the findings of their research

4 Outcome Coverage

Course Structure

The Play in Early Education and Childcare (Higher) Course comprises of the following mandatory Units:

Unit Title	Credit Value
Play in Early Education and Childcare	1
Play in Practice	2

All Course assessments for Project Assessed Courses cover a minimum of two thirds of the outcomes from the component Units. For each of the case studies in this project these are:

Play in Early Education and Childcare

- Outcome 1: Analyse a play environment in an early education and childcare setting.
- Outcome 2: Evaluate the importance of play to the developing child.
- Outcome 3: Explain how you would set up different types of play in an early education and childcare setting.

Play in Practice

- Outcome 2: Support different types of play within an early education and childcare environment.
- Outcome 3: Evaluate how play supports the care, learning and development of the child.
- Outcome 4: Explain the role of the adult in supporting play within an early education and childcare setting.

It is strongly advised that candidates should have completed the assessments for the individual component Units before undertaking the Course assessment.

5 Candidate Evidence Requirements

General Information

The three stages of the Extended Case Study in Early Education and Childcare at Higher level are:

- ◆ Planning
- ◆ Developing
- ◆ Evaluating

Planning

Candidates must produce a **500 word** plan of action. Centres should ensure that candidates either already have, or are taught, the necessary skills to devise their own plan before they start the project.

In the plan the candidate should:

- ◆ introduce the project, including their choice of case study
- ◆ write aims and objectives for:
 - her/himself
 - the research-based report
 - the case study report
- ◆ provide information — including research methods and timescales

The plan of action should be produced in a controlled environment. Candidates may communicate with each other when producing their plans but each plan must be tailored to the candidate's own project and should relate to the work to be carried out by the individual candidate.

The work produced should always be the candidate's own. However, teachers/lecturers are expected to provide candidates with advice, guidance and constructive criticism as necessary when they are devising their plans. It is important to note that as the plan underpins the rest of the project, centres should ensure that no candidate proceeds to the development stage until they have produced a plan that is potentially workable. It is also important to note that the plan should not be written retrospectively. The level of support will vary from candidate to candidate and centres should indicate the level of support needed for each candidate on the flyleaf for the project provided by the SQA. This should not inhibit centres from providing constructive comment nor the candidate from acting on their own initiative and taking on board the advice.

In some cases, however, the level of support and intervention needed may be more than that which would normally be seen as reasonable and so the authenticity of the candidates' work may be called into question. If the level of input needed from the teacher/lecturer is above normal (for example, the quality of the plan is such that it would mean that the project would be unworkable if the plan was not revised) then candidates cannot score more than 20 of the 40 marks allowed for the planning stage.

Developing

The **first** part of the Developing stage is a **research-based report**.

Candidates are expected to produce a research-based report on a type of play identified in the chosen case study and should consider:

- ◆ an explanation of type of play chosen
- ◆ the scope of type of play
- ◆ the theoretical perspectives of type of play
- ◆ the benefits to the child
- ◆ examples of good practice observed in the work placement
- ◆ examples of the candidate's own involvement in this type of play from their workplace practice

It is important that this report is not viewed in isolation, but should be relevant to the selected case study scenario. Within the context of this report candidates should have the opportunity to demonstrate knowledge and understanding of the play needs of all children including those with additional support needs. The candidate should give evidence of research, for example, by including a bibliography.

The research-based report should be in written form or equivalent and be approximately **1,000 words**. The research-based report should be written up in controlled conditions within the timescales detailed in the candidate's plan.

The **second** part of the Developing stage is a **case study report**.

The candidate is expected to produce a case study report which examines the case study scenario. In it they should consider:

- ◆ the needs of the child and the impact of play on their development
- ◆ an explanation of one play experience that would meet the needs of the child, this must be linked to the type of play identified in the research-based report
- ◆ participation of the child in setting up the play experience
- ◆ possible influences on the play environment
- ◆ the importance of effective preparation
- ◆ the role of the adult in supporting the planning, implementing and evaluating of the planned play experience

The case study report should be in written form or equivalent and should be approximately **1,000 words**. The case study report should be written up in controlled conditions within the timescales detailed in the candidate's plan.

In the **final** part of the Developing stage, the candidates are expected to **draw conclusions and make recommendations**. They should draw conclusions from both the research-based report and the case study report and make recommendations in light of these. This should highlight the importance of play to the developing child covering play in general and the type of play selected for study in particular and will include:

- ◆ Conclusions on play provision related to the case study
- ◆ Conclusions on the role of the early education and childcare professional in relation to the case study
- ◆ Recommendations to meet the needs of the child
- ◆ Recommendations on the role of the early education and childcare worker to meet the needs of the child

Conclusions and recommendations should be in written form and take place towards the latter part of the 40 hours (ie the 40 hours allocated to each course in addition to the 120 hours for the component Units) in centre invigilated conditions and should be approximately **1,000 words**.

Candidates should be allowed up to two hours to write up the conclusions and recommendations. They should be allowed to take one side of an A4 page of notes (maximum of 200 words or equivalent), which they have prepared, into the room with them as well as any appendices or diagrams they have prepared to include with the conclusions and recommendations. The centre has the responsibility for ensuring that notes brought in are the candidate's own and these notes should be submitted **with** the candidate's work. They should not be allowed to take a draft of either the research-based report or the case scenario report into the room with them.

For the write-up activity the accommodation should be arranged to reflect centre-invigilated conditions and candidates should not be allowed to communicate with each other in any way.

Evaluating

Candidates must produce an evaluation report which should:

- ◆ give a brief outline of the project
- ◆ review and assess the effectiveness of their:
 - plan
 - research-based report
 - case study report
 - conclusions and recommendations
- ◆ review their own performance in terms of skills/knowledge/understanding which have been gained/developed through completing the project
- ◆ review the effectiveness of the research methods used and the content of their research

The evaluation report should be **1,000 words**, or equivalent, in length. The report should be produced in centre-invigilated conditions although candidates may carry out the preparation beforehand.

Candidates should be allowed up to two hours to produce the evaluation report. Candidates should be allowed to take one side of an A4 page of notes (maximum of 200 words or equivalent allowed) which they have prepared into the room with them. They should not be allowed to take a draft of the evaluation report into the room with them. The centre has the responsibility for ensuring that the notes brought in are the candidate's own work and these notes should be submitted with the candidate's work.

For this activity, the accommodation should be arranged to reflect centre-invigilated conditions and candidates should not be allowed to communicate with each other in any way.

Specific information on the allocation of marks is given in the section on marking and grading.

While the amount of time allocated to the writing up of the various sections of the project may seem demanding it is considered that this is appropriate at Higher level. The time allocated for completion of each of the tasks is considered sufficient to allow all candidates the opportunity to cover the requirements of the tasks. Candidates will have been researching the case study for some time before attempting the tasks and will, therefore, be familiar with the subject content.

6 Allocation of Marks and Assessment Arrangements

General Information

The assessment evidence for this Project Assessed Course is internally estimated using the marking scheme **which is submitted with the candidate's work** and is then externally marked by SQA.

The total mark for the Course Project is 200 (this large mark allocation makes it easier to discriminate effectively between performances of candidates across the various parts of the assessment). These marks will be allocated to assessment evidence from the three Course Project stages as follows in *Table A*.

Table A

Planning		Marks
Evidence	Plan of action 500 words <i>or</i> equivalent	40 marks
Conditions of external assessment	Controlled	
Who assesses it?	Centre estimated using Marking Scheme to be sent to SQA for marking	

Developing		Marks
Evidence	A Written research-based report 1,000 words approximately <i>or</i> equivalent	40 marks
	B Written case study report 1,000 words approximately <i>or</i> equivalent	45 marks
	C Written conclusions and recommendations 1,000 words approximately <i>or</i> equivalent	35 marks
Conditions of external assessment	A Controlled	
	B Centre invigilated	
	C Centre invigilated — up to two hours	
Who assesses the evidence?	Centre estimated using Marking Scheme to be sent to SQA for marking	

Evaluating		Marks
Evidence	Evaluation report 1,000 words <i>or</i> equivalent	40 marks
Conditions of external assessment	Centre invigilated up to two hours	
Who assesses it?	Centre estimated using Marking Scheme to be sent to SQA for marking	
		200 marks

It is important that candidates know that they will be penalised for submitting evidence that significantly exceeds the stated word count.

7 Grade Descriptions

General Information

The aspects which are considered in determining the grade of award for this Project Assessed Course at Higher are:

- (a) Interpretation of the project brief
- (b) Interrelation and cohesiveness of the candidate's project
- (c) Consolidation and integration of knowledge, understanding and skills from the Course Units

(a) Interpretation of the Project Brief

Marks will be awarded for:

- ◆ accuracy of interpretation
- ◆ insight and understanding of the case study scenario
- ◆ application of knowledge and skills to complex situations/context/data

(b) Interrelation and Cohesiveness of the Candidate's Project

This project has the following component parts:

- ◆ plan
- ◆ research-based report
- ◆ case study report
- ◆ conclusions and recommendations
- ◆ evaluation

Each component part has associated criteria which detail the requirements for that part. The quality of performance in linking the component parts of the Project will contribute to the grade awarded to that candidate.

(c) Consolidation and Integration of Knowledge, Understanding and Skills from the Course Units

Marks will be allocated throughout the project and will assess:

- ◆ accuracy of knowledge
- ◆ complexity of knowledge
- ◆ relevance of knowledge to component parts and set tasks
- ◆ application of theory to practice

To underpin this assessment system there are criteria to which marks are pegged, against which the candidate evidence from each of the three Project Assessed Course stages is assessed. The use of such mark categories linked to broad criteria allows for the aggregation of the various parts of the assessment which do not necessarily have the same weighting in the overall grade. *Table B* below outlines the general criteria used to assess the candidate's evidence. The overall grade for the Project Assessed Course is determined by the total mark.

Project Assessed Course

Table B

Higher		Plan of action	Research-based report, case study report, conclusions and recommendations	Evaluation
Levels of performance: Broad level-related criteria		Equivalent to	Mark range	Mark range
Content and scope: Treatment:	Appropriate for level Excellent	Upper A 85%-100% (Band 1)	34-40	102-120 34-40
Content and scope: Treatment:	Appropriate for level Consistently thorough	Lower A 70%-84% (Band 2)	28-33	84-101 28-33
Content and scope: Treatment:	Appropriate for level Thorough in parts	B 60%-69% (Band 3 & 4)	24-27	72-83 24-27
Content and scope: Treatment:	Appropriate for level Adequate	C 50%-59% (Bands 5 & 6)	20-23	60-71 20-23
Content and scope: Treatment: OR Content and scope: Treatment:	Appropriate for level Adequate only in parts Basic for level Thorough	D 45%-49% (Band 7)	18-19	54-59 18-19
Content and scope: Treatment: OR Content and scope: Treatment:	Appropriate for level Generally poor Basic for level Adequate or poor	Fail 44% and below (Bands 8 and 9)	≤ 17	≤ 53 ≤ 17

Note:

Content and scope: defined as how appropriately or otherwise the candidate interprets the level of demand for the specification

Treatment: defined as how successfully or otherwise the candidate tackles the project.

8 Grading and Marking

Detailed Information

Although this Extended Case Study is externally marked by SQA, candidates will benefit from estimate grades based on accurate internal assessment of their project. The processes for deciding an estimate grade are similar to the processes the markers use for the final assessment. The Marking Scheme (Appendix 3) should be used by Centres to estimate individual candidate's work and each Marking Scheme should be submitted with each project. Where centres do not submit estimate grades based on accurate internal assessment of the project there is no right of appeal.

To complete the internal marking process for estimates, internal assessors are expected to:

- ◆ Be familiar with and apply the broad criteria outlined in *Table C*.
- ◆ Use the Marking Scheme to assess the candidate's work.
- ◆ Follow the internal moderation processes within their centre (see section on internal moderation below).
- ◆ Check the grade given to candidates against the grade descriptions tabled below (Table C). This is to ensure that candidates have effectively integrated each stage of the Extended Case Study. Table D explains how to consider candidate evidence in relation to content and subject related knowledge. Please use the grade descriptions as a touchstone against which grades can be checked.
- ◆ Provide estimates as bands.

Grade Descriptions for a Project Assessed Course at Higher

Table C – generic grade descriptions for a project

A	B	C
Content and scope appropriate for Higher		
Looking at the evidence as a whole:	Looking at the evidence as a whole:	Looking at the evidence as a whole:
<p>A case study at Grade A:</p> <ul style="list-style-type: none"> ◆ is a seamless, coherent piece of work in which evidence for the three essential phases of the Extended Case Study is produced to a high standard and is quite clearly inter-related ◆ is a piece of work to which candidates have brought an accurate and insightful interpretation of the case study specification ◆ is highly focused and relevant to the content of the Units ◆ is clear and well-structured throughout and language used is of a high standard in terms of level, accuracy and technical content ◆ is a piece of work which effectively consolidates and integrates knowledge, understanding and skills from the Course Units ◆ contains evidence that knowledge and skills have been applied to complex situations/contexts/data 	<p>A case study at Grade B:</p> <ul style="list-style-type: none"> ◆ is a well co-ordinated piece of work in which evidence for the three essential phases of the Extended Case Study is produced to a good standard and is inter-related, in most respects ◆ is a piece of work to which candidates have brought an accurate and insightful interpretation of the case study specification ◆ is focused and relevant to the content of the Units ◆ is clear and well-structured throughout and language used is of a good standard in terms of level, accuracy and technical content ◆ is a piece of work which satisfactorily consolidates and integrates knowledge, understanding and skills from the Course Units ◆ contains evidence that knowledge and skills have been applied to situations with varying degrees of complexity 	<p>A case study at Grade C:</p> <ul style="list-style-type: none"> ◆ is a reasonably well co-ordinated piece of work in which evidence of the three essential phases of the Extended Case Study is produced to an adequate standard and is fairly well inter-related ◆ is a piece of work to which candidates have brought an acceptable interpretation of the case study specification ◆ is fairly well focused and relevant to the contents of the Units ◆ is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content ◆ is a piece of work in which consolidation and integration of knowledge, understanding and skills from the Course Units is satisfactory but may lack some continuity and consistency ◆ contains evidence that knowledge and skills have been applied generally to straightforward contexts, situations, and data.

Table D – subject specific grade descriptions

A	C
<p>Looking at evidence in relation to the stages of the Extended Case Study:</p>	<p>Looking at evidence in relation to the stages of the Extended Case Study:</p>
<p>Plan at Grade A:</p> <p>An A performance will demonstrate insight into the holistic nature of the Project. Aims will be relevant and highly focused on the set tasks. Objectives will clearly show how the aims will be met.</p> <p>Research-based Report at A:</p> <p>will show a high level of knowledge and understanding relating to the type of play selected. This will include an explanation of type of play chosen; scope of type of play; theoretical perspectives of type of play. It will also explain the benefits of play to the child and will include examples of good practice observed in the work placement as well as examples of the candidate’s own involvement in this type of play from their workplace practice.</p> <p>An A performance will relate these effectively to the case study scenario and will show how the above have created current provision.</p> <p>Case Study Report A:</p> <ul style="list-style-type: none"> ◆ The report will demonstrate insight and understanding of identified individuals including the role of the professional, the importance of effective preparation and the participation of the child in setting up the play experience. ◆ An explanation of one play experience to meet the needs of the child should be clearly and accurately described and discussed fully in relation to the child. This play experience should be clearly linked to the research-based report. 	<p>Plan at Grade C:</p> <p>At C there will be basic understanding of the Project requirements. Aims will relate to the set tasks. Objectives will outline how the aims will be met.</p> <p>Research-based Report at C:</p> <p>will show a basic level of knowledge and understanding relating to the type of play selected. This will include an explanation of type of play chosen and the scope of type of play. Some knowledge of theoretical perspectives of type of play should be demonstrated. A description of the benefits of play to the child and the inclusion of examples of good practice observed in the work placement as well as examples of the candidate’s own involvement in this type of play from their workplace practice.</p> <p>There will be limited application to the case study and to current provision.</p> <p>Case Study Report at C:</p> <ul style="list-style-type: none"> ◆ The report will demonstrate some understanding of identified individuals including the role of the professional, the importance of effective preparation and the participation of the child in setting up the play experience. ◆ An explanation of one play experience to meet the needs of the child should be described with some accuracy and discussed in relation to the child. There should be some link between this planned experience and the research-based report.

Table D (cont)

Looking at evidence in relation to the stages of the Extended Case Study:	Looking at evidence in relation to the stages of the Extended Case Study:
<p>Conclusions and Recommendations at A:</p> <p>An A performance will draw on understanding and knowledge from the research-based report to conclude on provision and will make detailed and accurate recommendations to meet the needs of the individuals identified in the case study report. An A candidate will include appropriate suggestions for the development of play provision and in particular the type of play selected which will meet the identified needs.</p> <p>Evaluation at A:</p> <p>Evaluation at A will be analytical and show a high level of insight and understanding of both the content and process of the project. An A performance will reflect effectively and accurately on knowledge/skills/understanding developed.</p>	<p>Conclusions and Recommendations at C:</p> <p>A C performance will be satisfactory, but may lack consistency in light of research undertaken. Recommendations will be satisfactory and relevant to the case study scenario.</p> <p>Evaluation at C:</p> <p>At C, there will be a review of the Project and there will be a straightforward analysis of the content and process. A C performance will reflect on knowledge/skills/understanding in a basic way.</p>

9 Internal moderation

The internal moderator oversees:

- ◆ The internal moderation process to ensure consistency of judgement or *reliability of assessment*. This process will vary according to the nature of the evidence and the number of assessors and sites. It is likely to involve agreement trials and/or marker standardisation. The internal moderator should be a specialist in the subject. (It may be helpful in the first few years of these Project Assessed Courses to do a cross-subject moderation of samples of like parts such as the plans and evaluations. Such additional cross-subject internal moderation is however not mandatory.)
- ◆ A consideration of whether, in some cases, candidates with similar overall marks/bands have been fairly treated. For example, some candidates may have produced more fully integrated projects than others. This may lead to a reconsideration of marking of the individual components for some candidates.
- ◆ Finalisation of estimate grades and submission of candidate evidence. A form will be available for this purpose.

10 Submitting Candidate Evidence to SQA

Specific information on this part of the process will be circulated to centres. Where materials have to be sent to SQA for marking you will be provided with any necessary packaging materials.

The following must be sent to SQA for the Project Assessed Course:

- ◆ plan
- ◆ research-based report
- ◆ case study report
- ◆ conclusions and recommendations
- ◆ evaluation
- ◆ marking scheme

Note: In addition, centres will be expected to submit all notes used by candidates during write-up sessions.

Appendix A1

Case Studies 1–4

Units: Play in Early Education and Childcare
Play in Practice

Case Study 1

Scenario: Hannah (age group birth to 3 years)

Tom is a nursery assistant working in the Toddler Room of a large private nursery; there are 10 children in the room aged between 1 year and 2 years 6 months. All of the children can walk unaided. Over the past couple of weeks three new children have been introduced to the room, two have settled well but Tom is concerned about Hannah, aged 20 months. She appears reluctant to explore the room and most of the time sits in the quiet corner playing with whatever staff give her.

Tom discusses his concerns with his supervisor and other members of the team and also with Hannah's mum. Hannah's mum says she is a bright lively child at home who is into everything. She tells Tom that Hannah particularly likes to play with pots, pans, wooden spoons and other household objects at home. Following further discussion in the team Tom decides to initiate a weekly heuristic play session to the children in the room, including Hannah.

Case Study 2

Scenario: Jack (age group 3-5 years)

Jack is 4 years 6 months and lives at home with his mum and dad and two older brothers aged 7 and 9 years in a high rise flat. He has been attending the local nursery class for about six months. He enjoys going to nursery and particularly likes playing outdoors on the bikes and the climbing frames with his friends. He can't ride the two wheeled bike yet but can manage with stabilisers. Jackie, his key worker, has made sure that there is always an opportunity for Jack to play outdoors and she has made sure, following discussion with the rest of the team, that there are lots of opportunities in the nursery for Jack to develop his gross motor skills, particularly his balance and co-ordination. Last weekend his dad took the stabilisers off his bike and they went to the park with his brothers to practise cycling. His dad held onto the back of the saddle whilst running beside him and on a couple of occasions his dad had let go and Jack had managed to go a short distance before falling off. His brothers helped him by offering advice and showing him what do.

This morning Jack runs into the nursery and excitedly tells Jackie about his achievement.

Case Study 3

Scenario: Anne (age group 5-8 years)

Sally is a nursery nurse working in a Primary 1 class in a large primary school in a suburb of a large city. There are two Primary 1 classes, each with 20 children. You support the children within one particular class and you are also responsible for organising the weekly Thursday afternoon play session for both groups. This play session takes place in a well equipped general purpose area and you liaise closely with both class teachers to ensure that the play reflects the interests of the children and the projects that are on-going as part of the curriculum.

At the moment a large housing development is being built across the road from the school and several children are going to move in when the houses are complete. One girl, Anne aged 5 years 4 months, gives Sally an update on how her new house is progressing each morning. This morning Anne tells Sally that the roof is now on but it still doesn't have any windows. Anne is very excited about the forthcoming removal and says her mum is going to let her sort and pack her own toys. The class teachers are keen to incorporate this interest into the children's play and class work and have asked you to supply the children with opportunities for construction play.

Case Study 4

Scenario: Sinita (age group 8-12 years)

Sinita, aged 8 years 2 months, Amy 8 years and Rachel 8 years 6 months attend the local after-school club. They are firm friends and are in the same class at school together. They spend much of the time in the club talking and laughing together and often undertake joint art-based projects.

Debbie is the assistant playleader and this week she is responsible for the arts and crafts area. At the gluing table she put out a selection of resources for the children to make models. The girls come over to the area and Sinita begins to make a puppet saying that she had seen it on an art programme on television. The other girls follow suit and soon they are beginning to make up stories to go along with the puppets they have made. Sinita asks Debbie if they could develop the puppets further and put on a puppet show for the rest of the group.

Appendix A2

Project Brief — Candidate Guide

Units: Play in Early Education and Childcare
Play in Practice

Candidate Guide

Project Brief

The assessment of this Project Assessed Course is in the form of an Extended Case Study. The project has three stages - Planning, Developing and Evaluating.

In each stage there are component parts with associated set tasks. You must ensure you complete all of the set tasks, a candidate checklist is included. You are expected to investigate and report on the case study scenario selected. You should select the case study which relates to your work place practice considering the age-range of the children in the case study as well as the setting. You will undertake research and use your knowledge to allow you to suggest solutions/support for the individuals in the scenario.

Planning stage

You must produce a **500 word** plan of action, in the plan you should:

- ◆ introduce the project, including your choice of case study
- ◆ write aims and objectives for:
 - yourself
 - the research-based report
 - the case study report
- ◆ provide information — including research methods and timescales

Development stage

This is the main body of your project and it has three component parts:

- ◆ research-based report
- ◆ case study report
- ◆ conclusions and recommendations

Research-based Report

You are expected to produce a research-based report based on a type of play identified in your chosen case study and you should consider:

- ◆ an explanation of type of play chosen
- ◆ the scope of type of play
- ◆ the theoretical perspectives of type of play
- ◆ the benefits to the child
- ◆ examples of good practice observed in the work placement
- ◆ examples of your own involvement in this type of play from your workplace practice

This report should be relevant to the selected case study scenario. Within this report you should discuss the play needs of all children including those with additional support needs. You should give evidence of research, for example, by including a bibliography.

The research-based report should be in written form or equivalent and be approximately **1,000 words**. The research-based report should be written up in controlled conditions within the timescales detailed in the candidate's plan.

Case Study Report

In the Case Study Report you will examine the case study scenario. You should consider:

- ◆ the needs of the child and the impact of play on their development
- ◆ an explanation of one play experience that would meet the needs of the child, this must be linked to the type of play you researched in the research-based report
- ◆ participation of the child in setting up the play experience
- ◆ possible influences on the play environment
- ◆ the importance of effective preparation
- ◆ the role of the adult in supporting the planning, implementing and evaluating of the play

The case study report should be in written form or equivalent and should be approximately **1,000 words**. The case study report should be written up in controlled conditions within the timescales detailed in your plan.

Conclusions and Recommendations

You must now draw conclusions about the play needs of the child and the role of the early education and childcare professional, from both the Research-based Report and the Case Study Report. Use these conclusions to make recommendations for the child and the early education and childcare professional in the scenario.

Conclusions and recommendations should be in written form and take place towards the latter part of the 40 hours (ie the 40 hours allocated to each course in addition to the 120 hours for the component Units) in centre-invigilated conditions and should be approximately **1,000 words**.

This component part is centre-invigilated. You may take 200 words, written in English on one side of A4 paper, into the session. You have two hours to complete your conclusions and recommendations. You must submit your notes with your completed report.

Evaluation

You must produce an Evaluation Report which should:

- ◆ give a brief outline of the project
- ◆ review and assess the effectiveness of your:
 - plan
 - research-based report
 - case study report
 - conclusions and recommendations
- ◆ review your own performance in terms of skills/knowledge/understanding which you have gained/developed through completing the project
- ◆ review the effectiveness of the research methods used and the content of your research

This component part is centre-invigilated. You may take 200 words, written in English on one side of A4 paper, into the session with you. You have two hours to complete your evaluation report which should be **1,000 words**, or equivalent, in length. You must submit your report notes with your completed report.

Candidate Checklist

Plan	Possible Marks
Introduction to the Project	5 marks
Aims and Objectives for:	
◆ Yourself	10 marks
◆ Research-based Report including: — type of play identified — reasons for choosing type of play — relating case study scenario to own experience	10 marks
◆ Case Study Report including: — identify needs of child — possible planned play experience — role of the early education and childcare professional	10 marks
◆ Provide information including research methods and timescales	5 marks
Total Marks	40 marks

Developing Stage	
Research-based Report	Possible Marks
◆ An explanation of type and scope of play chosen	10 marks
◆ The theoretical perspectives of type of play chosen	8 marks
◆ The benefits to the child of type of play chosen	10 marks
◆ Examples of good practice observed in workplace and examples of your own involvement in the type of play chosen from your workplace practice	10 marks
◆ Evidence of your research	2 marks
Total Marks	40 marks

Case Study Report	Possible Marks
◆ Identified needs of child and the impact of play on their development	10 marks
◆ Explanation of one play experience that would meet the needs of the child. This must be linked to type of play identified in the research-based report.	5 marks
◆ Participation of the child in setting up the planned play experience	5 marks
◆ Importance of effective preparation	5 marks
◆ Possible influences on the play environment	5 marks
◆ The role of the adult in supporting the planning, implementing and evaluation of the planned play experience	15 marks
Total Marks	45 marks

Conclusions and Recommendations	
◆ Conclusions on play provision related to the case study	10 marks
◆ Conclusions on the role of the early education and childcare professional in relation to the case study	5 marks
◆ Recommendations to meet the needs of the child	10 marks
◆ Recommendations on the role of the early education and childcare worker to meet the needs of the child	10 marks
Total Marks	35 marks

Evaluation	Possible Marks
◆ Outline of the project	2 marks
Review and assess the effectiveness of your:	
◆ Plan	6 marks
◆ Research-based report	6 marks
◆ Case study report	6 marks
◆ Conclusions and recommendations	6 marks
Review of own performance in terms of skills/knowledge/understanding	6 marks
Review the effectiveness of	
◆ The research methods used	4 marks
◆ Content of your research	4 marks
Total Mark	40 marks

Appendix A3

Project Brief — Tutor Guide

Introduction

This Project Assessed Course is concerned primarily with a full investigation and analysis of the selected Case Study scenario. Candidates are expected to plan and evaluate the investigation. They should be encouraged to view the project holistically rather than by its component parts.

Candidates are provided with a brief and are expected to demonstrate attainment relating to:

- ◆ planning the investigation they will undertake in relation to the set tasks
- ◆ research and report on the set tasks
- ◆ draw conclusions from their investigation and make recommendations for the individuals in the case study
- ◆ evaluate the content and process of the project

Plan

Candidates must produce a 500 word plan of action. The plan should detail the investigation that will follow. It is vital that candidates either have or are taught skills to devise their own plans before they start the project.

Candidates should be encouraged to write clear aims and objectives which relate to both the component parts and related set tasks of the project.

Developing Stage

Research-based Report

The candidate is expected to produce a research-based report based on a type of play identified in their chosen case study and they should consider:

- ◆ an explanation of type of play chosen
- ◆ the scope of type of play
- ◆ the theoretical perspectives of type of play
- ◆ the benefits to the child
- ◆ examples of good practice observed in the work placement
- ◆ examples of the candidate's own involvement in this type of play from their workplace practice

This report should be relevant to the selected case study scenario. Within this report the candidate should have discussed the play needs of all children including those with additional support needs. They should give evidence of research, for example, by including a bibliography.

Case Study Report

In the Case Study Report the candidates will examine the chosen case study scenario. They should consider:

- ◆ The needs of the child and the impact of play on their development
- ◆ An explanation of one play experience that would meet the needs of the child. This must be linked to the type of play identified in the research-based report
- ◆ Participation of child in setting up the play experience
- ◆ Possible influences on the play environment
- ◆ The importance of effective preparation
- ◆ The role of the adult in supporting the planning, implementing and evaluating of the planned play experience

The case study report should be in written form or equivalent and should be approximately 1,000 words. The case study report should be written up in controlled conditions within the timescales detailed in the candidate's plan.

Conclusions and Recommendations

The candidate must now draw conclusions about the play needs of the child and the role of the early education and childcare professional, from both the Research-based Report and the Case Study Report. They must use these conclusions to make recommendations for the child and the early education and childcare professional in the scenario.

This component part is centre-invigilated. Candidates have 2 hours to complete their Conclusions and Recommendations. They must submit their notes with the completed report. This report is centre-invigilated. Candidates may take 200 words on one side of A4 into the session with them. These notes should be submitted with their report.

Evaluation

This report is centre-invigilated. Candidates may take 200 words on side of A4 into the session with them. These notes should be submitted with their report.

In this report, candidates must review and analyse both the content and the process (ie their own performance) of their project. They should reflect on and evaluate their effectiveness in completing the project.

Estimates

Candidates will benefit from estimate grades based on accurate internal assessment of their project.

The marking scheme should be used to estimate individual candidate's work and each marking scheme should be submitted with each project. Where candidate work is not internally assessed and marks submitted there will be no right of appeal.

Marking Scheme

Plan	Mark (Possible)	Mark Awarded
Introduction to the Project: <ul style="list-style-type: none"> ◆ Highly focused and relevant ◆ Focused and relevant ◆ Fairly well focused and relevant 	5 marks 4-5 3 2	
Aims and objectives for:		
Yourself: <ul style="list-style-type: none"> ◆ Accurate and insightful ◆ Accurate ◆ Acceptable interpretation 	10 marks 8-10 6-7 5	
Research-based report including: Type of play identified Reasons for choosing type of play Relating case study scenario to own experience <ul style="list-style-type: none"> ◆ Highly focused and relevant ◆ Focused and relevant ◆ Fairly well focused and relevant 	10 marks 8-10 6-7 5	
Case Study Report including: Identify needs of child Possible planned play experience Role of the early education and childcare worker <ul style="list-style-type: none"> ◆ Accurate and insightful ◆ Accurate ◆ Acceptable interpretation 	10 marks 8-10 6-7 5	
Provide information including research methods and timescales: <ul style="list-style-type: none"> ◆ Highly focused and relevant ◆ Focused and relevant ◆ Fairly well focused and relevant 	5 marks 4-5 3 3	
Total Marks	40 marks	

Developing Stage - Research-based Report	Mark (Possible)	Mark Awarded
Explanation of type and scope of play chosen: <ul style="list-style-type: none"> ◆ High standard in terms of level, accuracy and content ◆ Good standard in terms of level, accuracy and content ◆ Adequate in terms of level, accuracy and content 	10 marks 8-10 6-7 5	
Theoretical perspectives of type of play chosen: <ul style="list-style-type: none"> ◆ High standard in terms of knowledge and understanding of theories discussed ◆ Good standard in terms of knowledge and understanding of theories discussed ◆ Adequate in terms of knowledge and understanding of theories discussed 	8 marks 6-8 5-6 4	
Benefits to the child of type of play chosen: <ul style="list-style-type: none"> ◆ Highly focused and insightful ◆ Focused with some insight ◆ Acceptable interpretation 	10 marks 8-10 6-7 5	
Examples of good practice observed in work placement and examples of candidate's own involvement in the type of play chosen: <ul style="list-style-type: none"> ◆ High standard, clearly relevant ◆ Good standard, relevant ◆ Adequate standard, some relevance 	10 marks 8-10 6-7 5	
Evidence of candidate's research: <ul style="list-style-type: none"> ◆ Evidence of research throughout report supported by a comprehensive bibliography ◆ Evidence of some research in report supported by a bibliography 	2 marks 2 1	
Total Marks	40 marks	

Developing Stage - Case Study Report	Mark (Possible)	Mark Awarded
<p>Needs of child identified and the impact of play on their development:</p> <ul style="list-style-type: none"> ◆ Highly focused and relevant ◆ Focused and relevant ◆ Fairly well focused and relevant 	<p>10 marks</p> <p>8-10 6-8 5</p>	
<p>Explanation of one play experience that would meet needs of child. Must be linked to type of play identified in the research report:</p> <ul style="list-style-type: none"> ◆ Highly focused and relevant ◆ Focused and relevant ◆ Fairly well focused and relevant 	<p>5 marks</p> <p>4-5 3-4 2</p>	
<p>Participation of child in setting up the planned play experience:</p> <ul style="list-style-type: none"> ◆ Highly focused and relevant ◆ Focused and relevant ◆ Fairly well focused and relevant 	<p>5 marks</p> <p>4-5 3-4 2</p>	
<p>Importance of effective preparation:</p> <ul style="list-style-type: none"> ◆ Highly focused and relevant ◆ Focused and relevant ◆ Fairly well focused and relevant 	<p>5 marks</p> <p>4-5 3-4 2</p>	
<p>Possible influences on the play environment:</p> <ul style="list-style-type: none"> ◆ Highly focused and relevant ◆ Focused and relevant ◆ Fairly well focused and relevant 	<p>5 marks</p> <p>4-5 3-4 2</p>	
<p>The role of the adult in supporting the planning, implementation and evaluation of the planned play experience:</p> <ul style="list-style-type: none"> ◆ Effectively consolidates and integrates knowledge and understanding ◆ Satisfactorily consolidates and integrates knowledge and understanding ◆ Consolidation and integration may lack continuity and consistency 	<p>15 marks</p> <p>12-15 9-11 7-8</p>	
Total Marks	45 marks	

Developing Stage – conclusions and recommendations	Mark (Possible)	Mark Awarded
<p>Conclusions on play provision related to case study:</p> <ul style="list-style-type: none"> ◆ Effectively consolidates and integrates knowledge and understanding ◆ Satisfactorily consolidates and integrates knowledge and understanding ◆ Consolidation and integration may lack continuity and consistency 	<p>10 marks</p> <p>8-10</p> <p>6-7</p> <p>5</p>	
<p>Conclusions on the role of the early education and childcare professional in relation to the case study:</p> <ul style="list-style-type: none"> ◆ Effectively consolidates and integrates knowledge and understanding ◆ Satisfactorily consolidates and integrates knowledge and understanding ◆ Consolidation and integration may lack continuity and consistency 	<p>5 marks</p> <p>4-5</p> <p>3-4</p> <p>2</p>	
<p>Recommendations to meet the needs of the child:</p> <ul style="list-style-type: none"> ◆ Knowledge and skills have been accurately applied to a complex situation ◆ Knowledge and skills have been applied with varying degrees of complexity. ◆ Knowledge and skills have been applied in a straightforward way 	<p>10 marks</p> <p>8-10</p> <p>6-8</p> <p>5</p>	
<p>Recommendations on the role of the early education and childcare professional to meet the need of the child</p> <ul style="list-style-type: none"> ◆ Knowledge and skills have been accurately applied to a complex situation ◆ Knowledge and skills have been applied with varying degrees of complexity. ◆ Knowledge and skills have been applied in a straightforward way 	<p>10 marks</p> <p>8-10</p> <p>6-8</p> <p>5</p>	
Total Marks	35 marks	

Evaluation	Mark (Possible)	Mark Awarded
Outline of the project	2 marks	
Review the effectiveness of the Plan:	6 marks	
◆ Highly focused and insightful	5-6	
◆ Focused with some insight	4	
◆ Fairly well focused	3	
Research-based report:	6 marks	
◆ Highly focused and relevant	5-6	
◆ Focused and relevant	4	
◆ Fairly well focused and relevant	3	
Case study report:	6 marks	
◆ Highly focused and relevant	5-6	
◆ Focused and relevant	4	
◆ Fairly well focused and relevant	3	
Conclusions and recommendations:	6 marks	
◆ Highly focused and relevant	5-6	
◆ Focused and relevant	4	
◆ Fairly well focused and relevant	3	
Review of own performance in terms of skills/knowledge and understanding:	6 marks	
◆ Highly focused and insightful	5-6	
◆ Focused with some insight	4	
◆ Acceptable interpretation	3	
Review the effectiveness of:		
The content of research:	4 marks	
◆ Highly focused and relevant	4	
◆ Focused and relevant	3	
◆ Fairly well focused and relevant	2	
The research methods used:	4 marks	
◆ Highly focused and relevant	4	
◆ Focused and relevant	3	
◆ Fairly well focused and relevant	2	
Total Marks	40 marks	
Total marks for project	200 marks	