Higher National Unit Specification

General information

Unit title: Childhood Practice: Playwork (SCQF level 9)

Unit code: FD76 36

Superclass:	PN
Publication date:	March 2019
Source:	Scottish Qualifications Authority
Version:	02

Unit purpose

This unit is designed to allow learners the opportunity to develop a breadth of research and knowledge in relation to playwork theory and practice. The unit will give the learner the opportunity to research, implement and evaluate the key concepts of playwork. The learners will set their research into a distinct field of insight and a recognised professional context within the leadership and management of playwork.

The learner will relate to the playwork theories and concepts with the leadership and management of childhood practice within a playwork setting. The learner will analyse and manage the implementation of an aspect of play and playwork theory within childhood practice and will evaluate the impact of the aspect of playwork theory on the practice within their setting.

Outcomes

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

1   Develop a breadth of knowledge of research in relation to playwork theory and practice.
2   Analyse other factors which influence the implementation of playwork theory in practice.
3   Analyse leadership and management required to implement play and playwork theory.

Credit points and level

1 Higher National Unit credit at SCQF level 9: (8 SCQF credit points at SCQF level 9)

Higher National Unit Specification: General information (cont)

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Recommended entry to the unit

Learners should already have qualifications that meet the requirements of the Scottish Social Services Council for practitioner (SCQF level 7) and have relevant qualifications at SCQF level 8.

Learners should be working at lead practitioner or manager level within a day care service for children and young people.

Learners should have well-developed communication and interpersonal skills and be able to demonstrate the ability to think analytically and reflectively.

Core Skills

There are opportunities to develop the Core Skills of *Communication, Working with Others* and *Problem Solving* in this unit, although there is no automatic certification of Core Skills or Core Skills components.

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

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.

This unit is a mandatory/optional unit within the Group Award Childhood Practice: Level 9 qualification.

This unit should integrate with the unit: *Leadership and Management Practice (Workplace Practice)*.

Equality and inclusion

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

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

Higher National Unit Specification: Statement of standards

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

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

Outcome 1

Develop a breadth of knowledge of research in relation to playwork theory and practice.

Knowledge and/or skills

Learners should demonstrate ability to:

♦   Analyse key theory and concepts which relate to effective practice in a playwork setting
♦   Critically research current theory relating to play and playwork
♦   Critical understanding of current underpinning principles, thinking and practice in play and playwork

Outcome 2

Analyse other factors which influence the implementation of playwork theory in practice.

Knowledge and/or skills

♦   Analyse aspects of Playwork theories in practice
♦   Analyse impact of key concepts on practice
♦   Understand the impact on the play process
♦   Manage the process of implementation
♦   Evaluate organisational framework of the play setting (aims, policies, procedures, etc)
♦   Ascertain cultural aspects and cross-cultural issues on play and playwork
♦   Impact of legislation, policies and frameworks
♦   Demonstrate leadership involvement and participation of staff, parents and carers and children and young people

Higher National Unit Specification: Statement of standards (cont)

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Outcome 3

Analyse leadership and management required to implement play and playwork theory.

Knowledge and/or skills

Learners should demonstrate ability to:

♦ Understand the evaluation processes
♦ Manage the evaluation process
♦ Critically evaluate the effectiveness of the implementation
♦ Evaluate the effectiveness on the play process
♦ Awareness of range of approaches to models for working with other professionals
♦ Analyse service development in relation to key theories and concepts of play and playwork
♦ Analyse service development in relation to legislation, policies and frameworks
♦ Manage roles, responsibilities and attributes of other agencies and professionals involved

Evidence requirements for this unit

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

Outcome 1

♦ Critically analyse key concepts of playwork theory
♦ Demonstrate a critical understanding of Playwork Principles in relation to effective playwork practice
♦ Demonstrate a critical understanding of the Play Process in relation to effective playwork practice

Outcome 2

♦ Analyse theories and key concepts related to practice within a playwork setting
♦ Identify additional factors which influence the implementation of play and playwork theory
♦ Analyse how these relate to service design, thinking and practice
♦ Monitor the implementation of organisational framework for play
♦ Manage the involvement and participation of staff, parents and carers and children and young people in the implementation
♦ Lead the staff team to develop their understanding of play and playwork theory to support the implementation of playwork theories

# Higher National Unit Specification: Statement of standards (cont)

Unit title: Childhood Practice: Playwork (SCQF level 9)

Outcome 3

♦ Present an evaluation of the factors affecting leadership and management of key theories and concepts of play and playwork
♦ Demonstrate sound understanding of the management of professional roles, attributes and responsibilities in relation to play process for children and young people
♦ Demonstrate ability to use understanding of relevant legislation, policies and frameworks to establish an ethos and environment which promotes play and playwork
♦ Consult with staff, parents and carers and children and young people as part of the evaluation

The report should include the research and analysis from Outcome 1 and Outcome 2 on the theories of play and playwork. The report should also highlight the specific aspect of playwork theory and implementation, and evaluation. Included in the report should be the rationale which will relate to the playwork theories and concepts with the leadership and management of childhood practice within a playwork setting to support children and young people.

Appendices of supporting evidence may include: minutes of staff meetings, draft proposals, timeline, implementation procedures and evaluation methods used and analysis.
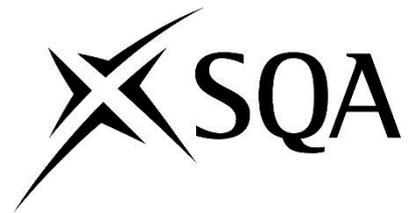
Higher National Unit Support Notes

Unit title: Childhood Practice: Playwork (SCQF level 9)

Unit support notes are offered as guidance and are not mandatory.

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

Guidance on the content and context for this unit

This unit is a mandatory/option within the SCQF level 9 Award — Childhood Practice.

The unit may also be used as a free standing unit by learners in relevant employment who wish to develop and/or enhance their skills as a form of Continuing Professional Development (CPD).

The unit is linked to the unit: *Childhood Practice: Leadership and Management (Workplace Practice)* and there will be opportunities for the learner to utilise many of the transferable skills developed. These may include but are not confined to:

♦ critical evaluation
♦ self motivation
♦ knowledge of current best practice
♦ investigative skills
♦ professional papers
♦ government policies
♦ own workplace practice and policy, etc

Guidance on approaches to delivery of this unit

At this level, learners are expected to have considerable experience in and knowledge of the industry and be capable of independent work with some support and guidance.

Outcome 1

The learner should have the opportunity to research some key theorists in play and playwork should include the work of — Hughes; Sturrock; Lester; Russell; Maudsley; Else; Bruce; Garvey; Lindon; Brown; Sutton-Smith; Kane; Burghardt; Pellis and Pellis; Frost, Wortham and Reifel; Gill; Goleman; Barttram. This list is not exhaustive, and the learner may study others.

Higher National Unit Support Notes (cont)

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The learner should consider some of the following key concepts:

- Play as a process, not as an Outcome
- Play that is satisfying 'in the moment'
- Play as a means of learning
- Play and compound flexibility
- Play's contribution to brain architecture
- Evolution and recapitulation
- Play and chaos theory
- Play geographies and architecture
- Current values and principles underpinning work with children and young people, eg Play Strategy for Scotland: Our Vision (Scottish Government 2013), Playwork Principles, workplace values and principles
- Research skills and techniques for research from literature, articles and web-based sources

This list is not exhaustive and learners should be encouraged to develop their own research skills and techniques and ensure that they are identifying current and relevant playwork theory and practice.

Outcome 2

Learners should consider the importance of additional key factors which influence the implementation of key theories and concepts of play and playwork. This should cover their analysis of aspects of playwork theories in practice and the impact of key concepts on practice.

The learner must consider the Organisational framework of the play setting (aims, policies, procedures, etc) and the impact of relevant and current legislation, policies and frameworks for childhood practice, cultural aspects and cross-cultural issues, etc.

The learner should have the opportunity to consider the impact on the play process through the use of evaluative tools, such as First Claim, Manchester circles, observation, identification of play cycles, building a culture and atmosphere conducive to play; the role of the playworker; models of playwork; adulteration and intervention, risk in play; examination of the organisation's vision, aim, policies and procedures.

The learner should also consider the involvement and participation of staff, parents and carers and children and young people.

Learners should have the opportunity to consider the impact of the Play Strategy for Scotland: Our Action Plan (2013); Scottish Social Services Council: The Standard for Childhood Practice Revised 2015 and the Codes of Practice for Social Service Workers and Employers (revised 2016) in supporting play and playwork for children and young people.

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Playwork (SCQF level 9)

Outcome 3

For this outcome the learner should analyse the leadership and management required to implemented play and playwork theory and the leadership styles and management skills required to support a staff team.

These could include:

♦   Undertaking an evaluation of a range of approaches to playwork models for working with children and young people, including fully integrated service models and an analysis of examples of effective interagency working and consequent benefits to service users
♦   An investigation of service development in relation to legislation and local and national policy which takes into account the key theories and concepts of play and playwork. Roles, responsibilities and attributes of other agencies and professionals should be considered here.
♦   An analysis of current legislation and its relationship to service structure and delivery for play services for children and young people based on theories of play and playwork, effective use of relevant legislation and policy to establish an ethos and environment which promotes playwork
♦   An opportunity to demonstrate a sound understanding of the management of professional roles, attributes and responsibilities in relation to play and playwork, including detailed consideration of supporting others in the management of this and reflection on leadership responsibilities.

Learners will at this stage, present the information and their analysis in the form of a detailed documented report.

The evaluation will include the learner's views and conclusions on the factors that affect management and leadership decisions and illustrate a sound understanding of the key theories and concepts within play and playwork.

As the unit is at SCQF level 9, it is expected that learners will provide a detailed and clearly referenced report.

Useful Resources/Addresses/References

It is not expected for tutors or learners to use all these resources, however, these are a sample of available literature across the disciplines relating to play.

Battram, A and Russell, W `The edge of recalcitrance: playwork, order and chaos'. Presentation at the *Spirit of Adventure Play is Alive and Kicking,* Play Wales conference, Cardiff, June 2002
Brown F (2003) Playwork: theory and practice London: Open University Press
Brown F and Taylor C (2008) *Foundations of Playwork* Maidenhead: Open University Press
Bruce T (2001) *Learning Through Play – Babies, Toddlers and the Foundation Years* London: Hodder Education
Burghardt G (2005) *The Genesis of Animal Play: Testing the Limits* Cambridge, MA: MIT Press

Higher National Unit Support Notes (cont)

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Cole-Hamilton I and Gill T (2002) *Making the Case for Play* London: NCB
Else P (2009) *The Value of Play* London: Continuum
Erikson E (1977) *Childhood and Society* London: Paladin
Gill T (2007) *No Fear: Growing up in a Risk-averse Society* London: Gulbenkian
Hughes B (2001) *Evolutionary playwork and reflective analytic practice* London: Routledge
Hughes B (2006) *Play Types – Speculations and Possibilities* London: London Centre for Playwork Education and Training
Huizinga J (1938) *Homo Ludens* London: Routledge
Johnson MH (2008) *Brain development in childhood: A literature review and synthesis* for the Byron Review on the impact of new technologies on children. Accessed from http://www.dfes.gov.uk/byronreview/
Kane P (2004) *The Play Ethic: A Manifesto for a Different Way of Living* London: Macmillan
Lester S and Russell W (2008) *Play for a change*, Full Report London: National Children's Bureau
Lindon J (2001) *Understanding Children's Play* Cheltenham: Nelson Thornes Ltd.
Moyles J (2005) *The Excellence of Play* London: Open University Press
National Playing Fields Association, Children's Play Council and PLAYLINK (2000) *Best Play: What Play Provision Should Do for Children* London: NPFA accessible from www.tiny.cc/AztUk
NCB (2006) *Play and Health* London: National Children's Bureau accessible from www.tiny.cc/PtR3b
Pellis S and Pellis V (2009) *The Playful Brain: Venturing To the Limits Of Neuroscience* Oneworld Publications
Petrie and others (2005) *Pedagogy – a holistic, personal approach to work with children and young people, across services* Briefing Paper June 2005 London: Thomas Coram Research Unit
Playlink (2001) *Making sense: playwork in practice* London: Playlink
Playwork Principles Scrutiny Group (2005) *Playwork Principles* Held in trust by Play Wales and accessed from http://www.playwales.org.uk/page.asp?id=50
Roopnarine JL (Editor, 2003) *Play and Educational Theory and Practice*, Play and Culture Studies Vol. 5. Westport, Connecticut: Praeger
Sturrock G and Else P (1998) *Therapeutic Playwork* Reader one (2005) Southampton: Common Threads
Sutton-Smith B (1997) *The Ambiguity of Play* London: Harvard University Press
UNCRC (1989) *Convention on the Rights of the Child* United Nations accessed from http://www2.ohchr.org/english/law/crc.htm

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.

Learners will be assessed on the basis of a report which will cover all Outcomes in an integrated and cohesive manner.

Higher National Unit Support Notes (cont)

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The learner will conduct research using a variety of sources. The learner is required to produce a report (1,500 words) describing and analysing existing primary and secondary research into play and playwork theory, the implementation and impact on the service for children and young people and evaluation of the leadership and management perspectives of play and playwork theory.

Assessment guidelines

Outcome 1

The assessment for Outcomes 1, 2 and 3 will be holistically assessed. For details, see Outcome 3 guidelines.

Learners should provide sufficient evidence to meet all of the Evidence Requirements. A holistic and integrated approach may be used. Learners will be expected to record the sources they researched for primary and secondary data. This may include sources researched but not used but will include the sources used with recorded references. Learners should be encouraged to expand on the current thinking into play and playwork theory and the effect that research has on policy and practice. It is worth noting that there can be different views on some of these issues and it is the quality of research that should be taken into account for this part of the work of the learner.

Learners will need to note the sources they have used and to reference the relevant sources within the prepared report.

If the unit is delivered at the same time as the unit — *Leadership and Management Practice (Workplace Practice)*, there are possibilities to integrate learning and assessment tasks.

Outcome 2

The assessment for Outcomes 1, 2 and 3 may be holistically assessed. For details, see Outcome 3 guidelines.

Outcome 3

The assessment for Outcomes 1, 2 and 3 will take a holistic and integrated approach in the form of a report which will be 1,500 words and fully referenced.

While the assessment will take an integrated approach, the requirements for each outcome are noted in evidence requirements section.

Although the report will cover all three outcomes, the requirements for each outcome are noted in evidence requirements section:

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Playwork (SCQF level 9)

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

There are opportunities to develop the Core Skills of *Communication, Working with Others* and *Problem Solving* in this unit, although there is no automatic certification of Core Skills or Core Skills components.

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

History of changes to unit

Version	Description of change	Date
02	Minor revisions to the support notes. Unit updated into new template and formatted in line with latest house style.	26/03/19

General information for learners

Unit title: Childhood Practice: Playwork (SCQF level 9)

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 give you the opportunity to develop a breadth of research and knowledge in relation to playwork theory and practice. You will set your research into a distinct field of insight and a recognised professional context within the leadership and management of playwork.

You will relate the playwork theories and concepts with the leadership and management of childhood practice within a playwork setting.

You will analyse and manage the implementation of an aspect of play and playwork theory within childhood practice and will evaluate the impact of the aspect of playwork theory on the practice within their setting.

On completion of the unit you will be able to:

1   Develop a breadth of knowledge of research in relation to playwork theory and practice.
2   Analyse other factors which influence the implementation of playwork theory in practice.
3   Analyse leadership and management required to implement play and playwork theory.

The task is to conduct your own research in using appropriate sources. Your tutor will offer support but the work will be your own. You will be required to investigate a number of theories of play and playwork and to consider their impact of childhood practice in a playwork setting.

You will be expected to investigate the theories, gather relevant data, record the key data and then in 1,500 words, present your findings in the form of a report.

In short you will be required to gather data, use the data to further inform the process and record and present you findings. You may support your views with the research you have carried out, or present an argument making reference to the data you have gathered.

At this level of work, it is expected that the report will be clearly referenced using a standard form of referencing and supporting you points with the data gathered. It is also possible to use data to deduce an alternative view as the subject area has room for different views in some areas. However the arguments must be clearly presented at all times.

The final report will need to cover all the outcomes and you will need to ensure that you have addressed all of the knowledge and/or skills