



Higher National Unit specification: general information

Unit title: Childhood: Therapeutic Playwork

Unit code: FD7G 36

Superclass: PN

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Version: 01

Unit purpose

The Unit has been designed to permit students to develop a comprehension of the underpinning principals of the therapeutic playwork application. It will permit the development of a specific interpretive and analytic practice based on the key issues of the play cycle, adulteration, unplayed out material and other key concepts that form the basis the working method. It will require the student to self-reflect and to arrive at a perspective on such reflective practice as a distinct therapeutic endeavour. It will set these findings into a distinct field of insight and a recognised professional context.

Additionally, the wider debates around playwork practice versus play therapy and the wider policy landscape pertaining to children in society will be explored and commented upon.

On completion of the Unit the candidate should be able to:

- 1 Develop knowledge and understanding of therapeutic playwork.
- 2 Offer a perspective of the playing child and their play manifestations derived from observation and involvement.
- 3 Development and recording of 'insight' and contribution to wider debates.

Recommended prior knowledge and skills

Candidates 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.

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

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

General information (cont)

Credit points and level

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

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

Core Skills

There 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.

Candidates who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communications Technology* 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 an optional Unit within the Group Award Childhood Practice: SCQF level 9 qualification.

Assessment

There is a holistic approach to the assessment of these three Outcomes for students to demonstrate their knowledge and understanding:

- ◆ Students will produce a case study (approx 2000 words) analysing and interpreting their involvement in a therapeutic encounter with a child or a group of children in a play setting.

or

- ◆ Students will deliver in a spoken presentation with the script and any handout material (up to 20 minutes delivery with up to 10 minutes of questions) showing the self-reflective element of the case study in particular.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

(If you think holistic assessment is the best assessment strategy for the Unit and you wish to state *Knowledge and/or Skills* and *Evidence Requirements* for the Unit as a whole, please add the following statement here: 'Please refer to *Knowledge and/or Skills for the Unit* and *Evidence Requirements for the Unit* after the Outcomes.')

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. Candidates 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 knowledge and understanding of therapeutic playwork.

Knowledge and/or Skills

- ◆ Relate the contemporary theories to a specific application, namely; therapeutic playwork.
- ◆ Use self-reflection as the basis for the development of understanding and insight.
- ◆ Offer cogent case study and findings to demonstrate the application at work.
- ◆ Critically to research alternative applications, particularly play therapy, as a means of representing the therapeutic playwork discourse.
- ◆ Set the work in the context of the child in society.
- ◆ Identify, access, select and use information which is relevant for the purpose.
- ◆ Demonstrate an in-depth knowledge and understanding of the wider playwork field and its attendant policy landscape.

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Employ the specific skills and knowledge implicit in the application as a practice.
- ◆ Develop self-reflection as a key element of the practice.
- ◆ Provide cogent accounts of the findings drawn from the working practice.
- ◆ Relate these findings to skills and knowledge from adjacent disciplinary literature, articles and web-based sources.
- ◆ Demonstrate knowledge showing a broad understanding of the place of therapeutic practice in the playwork field at large.
- ◆ Place the application and the resulting findings into a field of insight.
- ◆ Achieve some professional recognition.

Higher National Unit specification: statement of standards (cont)

Unit title: Childhood: Therapeutic Playwork

Assessment Guidelines

The assessment for this Unit is holistic and integrated, please see Outcome 3.

Outcome 2

Offer a perspective of the playing child and their play manifestations derived from observation and involvement.

Knowledge and/or Skills

- ◆ Show an understanding of the therapeutic playwork application.
- ◆ Apply the methods, in particular, that of self-reflection.
- ◆ Analyse and interpret material generated from observation.
- ◆ Offer the use of key concepts with accuracy.
- ◆ Describe what is unique about the application.
- ◆ Provide considered and carefully considered insight.
- ◆ Show reasoned judgement.
- ◆ Set the practice into the wider context of professional development and policy initiative.

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ The active demonstration of the use of the therapeutic playwork practice as an application.
- ◆ The cogent use of self-reflection.
- ◆ Develop insight and judgement through observation based on the key elements of the construct.
- ◆ Record, analyse and interpret, material generated from involvement in the child's play.
- ◆ Set the practice into the context continuing professional development and recognition and of the wider playwork field's policy landscape.

Assessment Guidelines

The assessment for this Unit is holistic and integrated, please see Outcome 3.

Higher National Unit specification: statement of standards (cont)

Unit title: Childhood: Therapeutic Playwork

Outcome 3

Development and recording of 'insight' and contribution to wider debates.

Knowledge and/or Skills

- ◆ Apply key elements of practice to concepts of play.
- ◆ Identify key concepts.
- ◆ Comparative analysis.
- ◆ Understand regulated access to children and young people with due attention paid to child protection and issues of confidentiality.

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Draw on the key elements of the practice as an application.
- ◆ Identify, justify and use methods of analysis, enquiry and production that are appropriate to tasks and to the programme.
- ◆ Summarise essential and other important aspects of key concepts, coherently pulling information together by justifying links between aspects.
- ◆ Describe self-development resulting from the application as a practitioner.
- ◆ Devise and sustain an argument, supported by valid/significant evidence.

Assessment Guidelines

- ◆ Offering insight out of the application of the therapeutic playwork principles.
- ◆ Examining their own self-reflective development.
- ◆ Contrasting play practice with other therapeutic endeavours.
- ◆ Providing cogent accounts and case studies of concepts of play.
- ◆ Informing professional development.
- ◆ Employing tools of study and research.
- ◆ Critically setting play practice into the context of the wider developmental landscape.
- ◆ Writing or presenting to an appropriate academic level.

Assessment guidelines for all three Outcomes

Candidates will demonstrate:

- ◆ Insightful analyses and interpretation of the application and their findings drawn from practice
- ◆ Evidence of self-reflection
- ◆ Knowledge and understanding of the essential principles of the therapeutic playwork practice

Higher National Unit specification: statement of standards (cont)

Unit title: Childhood: Therapeutic Playwork

- ◆ Critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in particular their involvement in the play cycle at any given time
- ◆ Setting the practice into the wider playwork context
- ◆ Work that is appropriate to the requisite academic level

There is a holistic approach to the assessment of these three Outcomes for students to demonstrate their knowledge and understanding:

- ◆ Candidates will produce a case study (approx 2000 words) analysing and interpreting their involvement in a therapeutic encounter with a child or a group of children in a play setting.

or

- ◆ Candidates will deliver in a spoken presentation with the script and any handout material (up to 20 minute's delivery with up to 10 minutes of questions) showing the self-reflective element of the case study in particular.

This spoken presentation may be supported with the use of PowerPoint this would also allow candidates to enhance IT skills.

Higher National Unit specification: support notes

Unit title: Childhood: Therapeutic Playwork

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

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

Guidance on the content and context for this Unit

Outcome 1 – Develop knowledge and understanding of therapeutic playwork.

- ◆ Demonstrate a thorough understanding of the basic theory underpinning therapeutic playwork practice.
- ◆ Consider the work of, among others Else; Sturrock; Winnicott; Wilber; Meares; Freud; Jung; Hughes; Lester; Russell; Brown; Sutton-Smith; Campbell.
- ◆ See the play cycle as the fulcrum of analytic interpretive involvement.
- ◆ Consider and apply the concept of ‘unplayed out material’ for both themselves and the child in the playspace.
- ◆ Research skills and techniques for research from literature, articles and web-based sources.

Outcome 2 – Offer a perspective of the playing child and their play manifestations derived from observation and involvement.

- ◆ Analyse and interpret the content and process of the child’s playing in the immediate playspace.
- ◆ Be aware of key issues such as the emergence of ‘unplayed out material’ and ‘adulteration’ in the activity of involvement.
- ◆ Understand the needs for entry by cue and exit by leaving intact play frames.
- ◆ Develop accurate case studies of such involvement.
- ◆ Show a sensitivity of the setting and the environment that pertains.

Outcome 3 – Development and recording of ‘insight’ and contribution to wider debates.

- ◆ Set the findings and the resulting analytic/interpretive material into a wider context.
- ◆ Develop the rationales and findings into a ‘field of insight’.
- ◆ Consider self-development through this involvement.
- ◆ Develop ‘practitioner’ skills as an observer.
- ◆ Place the findings and the practice into the wider debate on children’s wellbeing.
- ◆ Contribute to the field’s discourse.
- ◆ Use variety of means and media to describe findings.
- ◆ Display an ability to meet academic programme requirements for all work.
- ◆ Demonstrate self-reflection and development.
- ◆ Develop cogent and well-argued findings analyses and interpretation.
- ◆ Critique alternative material and literature

Higher National Unit specification: support notes (cont)

Unit title: Childhood: Therapeutic Playwork

Useful Resources/Addresses/References

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Higher National Unit specification: support notes (cont)

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- Lindon J (2001) Understanding Children's Play Cheltenham: Nelson Thornes Ltd.
- McDougall J (1986) Theatres of the Mind Free Association Books, London, UK
- Meares, R (1993) The Metaphor of Play Aronson Press, USA
- Moyles J (2005) The Excellence of Play London: Open University Press
- Nachmanovitch S (1990) Free Play Tarcher, Los Angeles, USA
- 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
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- Schaefer C (1993) The Therapeutic Powers of Play Aronson, USA
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- Wilson E ((1998) Consilience Little Brown, London UK
- Winnicott DW (1971) Playing and Reality London: Penguin
- Wright R (1995) The Moral Animal Little Brown, London, UK

Guidance on the delivery and assessment of this Unit

The assessment for this Unit is holistic and integrated across all three Outcomes.

Candidates will demonstrate:

- ◆ Insightful analyses and interpretation of the application and their findings drawn from practice
- ◆ Evidence of self-reflection
- ◆ Knowledge and understanding of the essential principles of the therapeutic playwork practice
- ◆ Critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in particular their involvement in the play cycle at any given time
- ◆ Setting the practice into the wider playwork context
- ◆ Work that is appropriate to the requisite academic level

Higher National Unit specification: support notes (cont)

Unit title: Childhood: Therapeutic Playwork

There is a holistic approach to the assessment of these three Outcomes for students to demonstrate their knowledge and understanding:

- ◆ Candidates will produce a case study (approx 2000 words) analysing and interpreting their involvement in a therapeutic encounter with a child or a group of children in a play setting.

or

- ◆ Candidates will deliver in a spoken presentation with the script and any handout material (up to 20 minute's delivery with up to 10 minutes of questions) showing the self-reflective element of the case study in particular.

This spoken presentation may be supported with the use of PowerPoint this would also allow candidates to enhance IT skills.

Opportunities for developing Core Skills

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

Candidates who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communications Technology* and *Numeracy* depending on the variety of data gathered and the form in which the data is presented.

Open learning

It may be possible to deliver the Unit by this route and if the Unit is delivered by open learning methods, additional resources will be required for candidate support, assessment and quality assurance.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

History of changes to Unit

Version	Description of change	Date

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General information for candidates

Unit title: Childhood: Therapeutic Playwork

The Unit has been designed to allow you to develop a comprehension of the underpinning principals of the therapeutic playwork application. It will permit the development of a specific interpretive and analytic practice based on the key issues of the play cycle, adulteration, unplayed out material and other key concepts that form the basis the working method.

The Unit requires you to self-reflect and to arrive at a perspective on such reflective practice as a distinct therapeutic endeavour. It will set these findings into a distinct field of insight and a recognised professional context.

Additionally, you will have the opportunity to explore the wider debates around playwork practice versus play therapy and the wider policy landscape pertaining to children in society will be explored and commented upon.

The assessment for this Unit is holistic and integrated across all three Outcomes, and will allow you to demonstrate your knowledge and understanding by either:

- ◆ producing a case study (approx 2000 words) analysing and interpreting your involvement in a therapeutic encounter with a child or a group of children in a play setting

or

- ◆ delivering a spoken presentation with the script and any handout material (up to 20 minute's delivery with up to 10 minutes of questions) showing the self-reflective element of the case study in particular.

You may use PowerPoint to support this delivery and enhance your IT skills.