

SKAPW38 - SQA Unit Code FT5M 04

Implement contemporary frameworks within a play context



Overview

This unit is about researching contemporary frameworks which impact on working with children and young people within a play context, analysing current policies and practice within the context in which you operate and seeking to update and implement the policies and practices of your organisation to align them with contemporary frameworks.

The unit is divided into three parts. The first part describes the three things you have to do. These are:

1. identify and research relevant contemporary frameworks
2. analyse contemporary frameworks within your play context
3. update and implement policy and practice based on analysis

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

The unit is for you if you have responsibility for developing your organisation's policies and practices in regard to contemporary frameworks in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

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Performance criteria

You must be able to:

Identify and research relevant contemporary frameworks

- P1 identify and research relevant and up-to-date sources of information on contemporary frameworks
- P2 analyse this information and identify key frameworks that are relevant to you and the children and young people you work
- P3 share your analysis with relevant colleagues and partners in a way that will stimulate a response
- P4 discuss and evaluate the feedback you receive
- P5 identify the key aspects of your research that are most relevant to your organisation and the needs of the children and young people that you work with
- P6 maintain your research and evaluation on a regular basis

You must be able to:

Analyse contemporary frameworks within your play context

- P7 analyse your findings on contemporary frameworks in relation to the context in which you work
- P8 analyse your findings on contemporary frameworks in relation to playwork theory and practice
- P9 support the conclusions you draw from the analysis with reasoned argument and appropriate evidence
- P10 review your organisation's current framework for play and playwork
- P11 identify areas of policy and practice which could be improved to better meet the requirements of key frameworks
- P12 develop suggestions for improving policy and practice in a way that will influence and persuade key decision makers
- P13 follow your organisation's procedures for suggesting ways in which policy and practice could be improved

You must be able to:

Update and implement policy and practice based on analysis

- P14 provide advice and information about contemporary frameworks to key colleagues and partners
- P15 share your analysis with key colleagues and partners and take account of their feedback
- P16 update your organisation's current framework for play and playwork based on analysis
- P17 update areas of policy to meet the requirements of key frameworks
- P18 update areas of practice to meet the requirements of key frameworks

Knowledge and understanding

You need to know and understand:

- K1 how the playwork principles specifically relate to this unit
- K2 the importance of an organisational framework for children and young people's play
- K3 sources of information that can be used to research contemporary frameworks and how to access these
- K4 the importance of keeping research up-to-date
- K5 the UN Convention on the Rights of the Child and how this affects play provision
- K6 national legislation that impacts on playwork provision including legislation covering Disability and Equal Opportunities and legislation relating to Children
- K7 national regulatory frameworks and registration criteria
- K8 social policy frameworks, such as health, education, integrative working,
- K9 the importance of understanding the social, economic, political and ethical context in which play provision takes place
- K10 sources of information you can use to carry out research into social, economic, political and ethical factors and how to access these
- K11 how to apply key aspects of playwork theory to the context in which you are operating as a playworker
- K12 the importance of your organisation having policies to cover: nature and purpose of play, play types, play resources, risk and risk management, staffing, adult intervention, care and protection and inclusion
- K13 sources of information on how to develop such policies
- K14 how to assess, evaluate and update your organisation's current framework in the light of your research
- K15 the purpose of policies and how policies can be designed to uphold and promote children and young people's rights
- K16 opportunities to influence policy within your organisation

Additional Information

Scope/range related to performance criteria

1. **key frameworks**
 - 1.1. registration and regulation
 - 1.2. social policy, including education, health,
 - 1.3. economic and funding
 - 1.4. political

Glossary

Children and young people

All children and young people with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics

Inclusion

Ensuring that play provision is open and accessible to all and takes positive action in removing barriers so that all children and young people, including the disabled and those from other minority groups, can participate

Intervention

Anything that adults do that affects the way children play

Play

Play is freely chosen, personally directed and intrinsically motivated

Play resources

Equipment and materials that will stimulate play: natural materials (such as earth, water, sand, clay or wood); construction materials (such as blocks); computer and IT equipment; communication resources (resources to support speaking, listening, reading and writing); 'loose parts' (items that can be moved from place to place, carried, rolled, lifted, piled one on top of the other or combined to create new structures or experiences); real tools (such as carpentry or cooking equipment); bikes, trolleys, swings, climbing structures and ropes; paints, drawing equipment, modelling and fabrics; music, colours, scientific and mathematical equipment (such as clocks and calendars); dressing up materials, mirrors, cameras, videos to enable children to explore their own identity; items or experiences (such as poetry and literature) that allow for reflection about abstract concepts

Play types

Broad categories that describe the way children and young people play. Current research suggests there are fifteen or sixteen play types but these may change in the light of ongoing research. Commonly agreed play types include:

1. symbolic play
2. rough and tumble
3. socio-dramatic play
4. social play
5. creative play
6. communication play
7. dramatic play
8. deep play
9. exploratory play
10. fantasy play
11. imaginative play
12. locomotor play
13. mastery play
14. object play
15. role play

See separate explanations for each of these ¹

Relevant Colleagues

For example team members, other staff working at the same level as yourself, line or project manager, management committee

Risk

The likelihood of a hazard actually causing harm; this will often be influenced by the age or stage of development of the children and young people involved

Risk management

Following procedures that keep risk to an acceptable level always bearing in mind that children and young people need to experience and learn to manage risk for themselves and that this is an important aspect of their development

¹The play types and explanations for them provided in this glossary are taken from 'A Playworker's Taxonomy of Play Types', Bob Hughes, PLAYLINK, 1996 www.playeducation.com

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