



Higher National Unit specification

General information

Unit title: Working With Children 6–8 Years (SCQF level 7)

Unit code: H9PN 34

Superclass: PN

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Unit purpose

This Unit is designed to enable learners to gain an understanding of working with children age 6–8 years, and to gain the knowledge and skills required to support the play, learning and development of this age group.

The Unit is intended to introduce the learners to the promotion of play, learning and development of children aged 6–8, including those for whom additional support is required, through the provision of quality play in a safe, challenging and enriched environment, with adults as facilitators.

This Unit is intended for learners who are on work placement or employed in the Playwork/Primary School sector. Learners who are undertaking an HNC in Childhood Practice will have the opportunity to relate theoretical approaches to practice.

Outcomes

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

- 1 Investigate theoretical approaches to play, learning and development for children aged 6–8.
- 2 Explore the value of play in supporting the child 6–8 years.
- 3 Plan, support and evaluate play and other activities which meet the play, learning and development needs of the child 6–8.
- 4 Reflect on and evaluate the role of the adult in working with children aged 6–8.

Higher National Unit specification: General information (cont)

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Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the Unit

It is recommended that learners should have, or be able to demonstrate, a thorough understanding of theoretical approaches to play, learning and development of the child aged 6–8. This may be evidenced by significant experience working with children aged 6–8. Evidence could also be through achievement of current NQ Units or equivalent, which assess knowledge and understanding of children in this age group, or SVQ level 2 Playwork or Social Services: children and young people.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 6

Core Skill component None

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of the Unit Specifications for this Course.

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 included within the framework for the HNC in Childhood Practice. The age range for this Unit is 6–8 years. It forms one of the optional Units. It could also be undertaken as continuing professional development for practitioners wishing to update or develop their skills.

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

Investigate theoretical approaches to play, learning and development for children aged 6–8.

Knowledge and/or Skills

- ◆ Theories of play, learning and development
- ◆ Managed transitions
- ◆ Children's need for independence
- ◆ The influence of the peer group

Outcome 2

Explore the value of play in supporting the child 6–8 years.

Knowledge and/or Skills

- ◆ The value of play
- ◆ Play which is freely chosen,
- ◆ Types of play
- ◆ Playwork Principles
- ◆ Developing identity
- ◆ Children's right to play
- ◆ Therapeutic play

Outcome 3

Plan, support and evaluate play and other activities which meet the play, learning and development needs of the child 6–8.

Knowledge and/or Skills

- ◆ Observation, assessment and planning
- ◆ Environments and play spaces
- ◆ Consultation with children
- ◆ Children's play cues
- ◆ Non-interventionist and interventionist approaches

Higher National Unit specification: Statement of standards (cont)

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Outcome 4

Reflect on and evaluate the role of the adult in working with children aged 6–8.

Knowledge and/or Skills

- ◆ The role of the adult
- ◆ Children's views and opinions
- ◆ Adult reflection
- ◆ Meeting individual needs
- ◆ Theoretical perspective and working practices

Evidence Requirements for this Unit

To achieve this Unit each learner will need evidence to demonstrate his/her Knowledge and/or Skills for Outcomes 1, 2, 3, and 4. The Unit will be holistically assessed in the form of a reflective report on a number of play or activities to promote all aspects of play, learning and development for children aged 6–8 in a setting such as playwork or primary school.

Each learner must provide evidence that he/she can:

- ◆ recognise and explain the value of play in relation to children.
- ◆ analyse current and evolving theoretical approaches to play, learning and development of children.
- ◆ investigate the Playwork Principles and their importance for children.
- ◆ plan and support play and other activities which meet the play, learning and development needs of the child.
- ◆ demonstrate the active participation and involvement of children.
- ◆ understand the need for play to offer challenge and risk to promote the development of children.
- ◆ recognise the importance of a growing sense of independence and identity on the play of children.
- ◆ evaluate the influence of peer group.
- ◆ show an understanding of therapeutic play and the relationship to development.
- ◆ recognise the importance of managed transitions.
- ◆ demonstrate a response to children's play cues in relation to the role as facilitator of play.
- ◆ observe, and assess children's play needs in relation to theoretical understanding.
- ◆ investigate the provision of appropriate environments, play spaces and activities in relation to the play, learning and development needs of the children.
- ◆ reflect on interventionist and non-interventionist roles whilst working with children.
- ◆ reflect on and evaluate the role of the adult in working with children.
- ◆ evaluate the relationship between theoretical perspective and the practice of working with children.



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and are not mandatory.

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

Guidance on the content and context for this Unit

This Unit is included in the framework of the HNC in Early Education and Childcare. It is recommended that it should be delivered within a Playwork/Primary school setting.

The Knowledge and Skills should lead on from Units PW32 and PW33 in Playwork SVQ level 2. The Knowledge and Skills are similar for Unit PW6 and PW9 in Playwork SVQ level 3.

The Knowledge and Skills are similar for Unit H5LG and H5LT in *Social Services: Children and Young People*.

Outcome 1

Investigate theoretical approaches to play, learning and development for children aged 6–8.

School-age children still learn through play. Unstructured, free playtime helps balance formal lessons and also gives children a chance to unwind after the routines and rules of school.

During play children also increase their social competence and emotional maturity. Smilansky and Shefatya (1990) contend that school success largely depends on children's ability to interact positively with their peers and adults. Play is vital to children's social development

Learners should consider:

- ◆ New and evolving theories of play, development and learning particularly the influence of neuro-science in relation to children's development
- ◆ Developmental stages 6–8 years; social, physical, cognitive, linguistic and emotional (including moral development)
- ◆ Jean Piaget — learning by imitation; conservation; ability to understand concepts moving towards logical and rational thought; understanding of rules and roles
- ◆ Erik Erikson — 'industry vs inferiority' — need for acceptance and achievement and sense of self-esteem
- ◆ John Holt — 'confidence and self-esteem v's shame and embarrassment', sensitive to mistakes

Higher National Unit Support Notes (cont)

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- ◆ Robert Havighurst — ‘three pushes’ — through transition to independence: move away from home and into world of school and friends; move to physical and social games, sports, duties, work, etc move to more adult-like ways of thinking
- ◆ The support children have a right to which prepares them for changes in their learning journey. This includes more formal transitions (into and between educational establishments), pre-school, out of school care and stages within a school.

Outcome 2

Learners could consider current thinking in play and Playwork, for example:

- ◆ Play types/evolutionary play (Bob Hughes)
- ◆ Nine Processes of Play (Stuart Leister)
- ◆ Life skills — such as creativity, teamwork, cooperation, negotiation, goal setting, self-reliance, etc
- ◆ Neurological development — play parallels sequential neurological development; curiosity — exploration — discovery — mastery — confidence — learning — curiosity — (Bruce Perry)
- ◆ Therapeutic play as understood in terms of psycholudics; play as part of basic development. Consider the Play Cycle; play drive — learn new skills, play cue, play return, play frame, play flow, play drive — (Perry Else; Gordon Sturrock)
- ◆ The issue of identity and independence in relation to children’s play experiences

Consider new and evolving theories of play and Playwork.

Outcomes 3 and 4

Consider the following:

Planning:

- ◆ For quality play opportunities and experiences
- ◆ For development and learning
- ◆ For safe and enriching play environments
- ◆ Through consultation with children, understanding of development, and identified play needs
- ◆ Within Playwork Principles and relating to current theories in relation to play

Higher National Unit Support Notes (cont)

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Implementing:

- ◆ Adult as facilitator of quality play
- ◆ Providing safe, stimulating and enriching play environments with challenging and fun play opportunities
- ◆ Confidentiality
- ◆ Meeting individual needs
- ◆ Setting consistent and fair boundaries
- ◆ Communication — listening skills; giving feedback; answering questions; meeting children’s communication needs
- ◆ Promoting respect for self and others

Reflection/Evaluation

In the current climate of change, professionals working with children and their families are required to be reflective and evaluative thinkers with the ability to review their performance, research practice and make changes in order to improve and broaden their skills:

- ◆ For monitoring progress
- ◆ For meeting individual, developmental and play needs
- ◆ For understanding and developing the adult role
- ◆ For consulting with children
- ◆ For protecting the rights of the child

Adults can enhance play opportunities by sensitively interacting with children and by establishing stimulating and challenging play environments.

Useful Resources/Addresses/Reference

Bonel, P and Lindon J (1996) *Good Practice in Playwork* (Cheltenham: Stanley Thomas)

Hughes, B (2001) *Evolutionary Playwork and Reflective Analytical Practice* (London: Routledge)

Bruce, T (1994) *Play the Universe and Everything*, in Moyles J.R *The Excellence of Play* (Buckingham: Open University Press)

Brown, F (2003) *Playwork — Theory and Practice* (Buckingham: Open University Press)

Davy, A (2001) *Playwork — Play and Care for Children 5–15* (London: Thompson Learning)

Perry Else, Gordon Sturrock, Stephen Rennie are regular contributors to Play Education.

www.playeducation.co.uk

www.npfa.org

www.ncb.org.uk

www.skillsactive.org.uk

www.kidsactive.co.uk

Higher National Unit Support Notes (cont)

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Guidance on approaches to delivery of this Unit

As specified in Support Notes. Additionally this Unit is likely to form part of an award designed to provide learners with technical and professional knowledge and skills related to working with children aged 6–8 years from a Playwork or childcare perspective.

Learners require sufficient placement time in order to achieve the Unit Outcomes.

It is suggested this Unit be delivered concurrent with the Unit *Working in an Early Education and Childcare Setting* and whenever possible this Unit should have the practical application of knowledge and skills as its focus.

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.

It is possible to integrate assessment of this Unit with the portfolio assessment for Support for Play, Learning and Development and with the assessments for the Unit *Facilitating Playwork Opportunities and Working with Children 6–8 Years*. This approach to assessment is recommended.

This Unit will be assessed holistically by one instrument of assessment covering all Outcomes. Typically this will consist of the learners being set a task in the form of a reflective report on a programme of play or activities in a setting for children 6–8 years such as playwork or primary school setting.

The task set should be relevant to the promotion of play, learning and development and to the provision of a child-centred environment and be assessed within the subject area of the Group Award to which it contributes.

This Unit will be assessed holistically by one instrument of assessment covering all Outcomes. Typically this will consist of the learners being set a task in the form of a written reflective report on a number of play or activities to promote all aspects of play, learning and development for children aged 6–8 in a setting such as playwork, childcare or learning setting.

The task set should be relevant to the promotion of children's play, learning and development and to the provision of a child-focussed environment.

Higher National Unit Support Notes (cont)

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The report should contain the following:

- ◆ Demonstration of knowledge and understanding of the developmental progress of children aged 6–8
- ◆ Demonstration of knowledge and understanding of the evolving, as well as well-established, theoretical approaches to play, learning and development for children 6–8 years
- ◆ Awareness of the individual child's play, learning and development needs through observation, consultation and theoretical understanding
- ◆ Demonstration of effective consultation, observation and planning skills
- ◆ Implementation of appropriate play/activities for children 6–8 years
- ◆ Ability to evaluate planned and implemented play /activities as a reflective practitioner

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 is no automatic certification of Core Skills or a Core Skill component in this Unit. However there may be opportunities to develop the Core Skills of *Communication, Working with Others, Information and Communication Technology (ICT)* and *Problem Solving* to levels required by occupations in early education and childcare or progression pathways supported by the HNC Early Education and Childcare.

This Unit has the Core Skill of Problem Solving embedded in it, so when candidates achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF Level 6.

History of changes to Unit

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 6 embedded.	24/11/2015

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General information for learners

Unit title: Working With Children 6–8 Years (SCQF level 7)

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 enable you to gain an understanding of working with children age 6-8 years, and to gain the knowledge and skills required to support the play, learning and development of this age group.

The Unit is intended to introduce you to the promotion of play, learning and development of children aged 6–8, including those for whom additional support is required, through the provision of quality play in a safe, challenging and enriched environment, with you, the adult, as facilitator.

This Unit is intended for you, when you are on work placement or employed in the Playwork/primary school sector. If you are undertaking an HNC in Childhood Practice, you will have the opportunity to relate theoretical approaches to practice.

On completion of the Unit, you should be able to:

- ◆ investigate theoretical approaches to play, learning and development for children aged 6–8.
- ◆ explore the value of play in supporting the child 6–8 years.
- ◆ plan, support and evaluate play and other activities which meet the play, learning and development needs of the child 6–8.
- ◆ reflect on and evaluate the role of the adult in working with children aged 6–8.

In order to complete this Unit successfully, you will be required to achieve a satisfactory level of performance on one piece of assessed work which will be a reflective account of your planned programme of activities/play opportunities.