



Higher National Unit specification

General information

Unit title: Working With Children 8–12 Years (SCQF level 7)

Unit code: H9PP 34

Superclass: PN

Publication date: November 2015

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This Unit is designed to enable learners to gain an understanding of working with children age 8–12 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 8–12, 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/Childcare 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 8–12
- 2 Explore the value of play in supporting the child 8–12 years
- 3 Plan and support play and other activities which meet the play, learning and development needs of the child 8–12
- 4 Reflect on and evaluate the role of the adult in working with children aged 8–12

Credit points and level

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

Higher National Unit specification: General information (cont)

Unit title: Working With Children 8-12 Years (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 8–12. This may be evidenced by significant experience working with children aged 8–12. 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

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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 8–12 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

Unit title: Working With Children 8-12 Years (SCQF level 7)

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 8–12.

Knowledge and/or Skills

- ◆ Theories of play, learning and development for children 8–12 years
- ◆ The importance of issues such as identity, independence, peer pressure and transition on children 8–12 years
- ◆ Theories of adolescence and the onset of puberty
- ◆ Developmental stage differences in relation to gender

Outcome 2

Explore the value of play in supporting the child 8–12 years.

Knowledge and/or Skills

- ◆ Playwork Principles and their importance for children aged 8–12
- ◆ Understanding of play which is freely chosen and fun, which encourages creativity, choice, risk and challenge to children aged 8–12
- ◆ The importance of a growing sense of independence and identity on the play of children 8–12 years
- ◆ The rights of the child 8–12 years in relation to play

Higher National Unit specification: Statement of standards (cont)

Unit title: Working With Children 8–12 Years (SCQF level 7)

Outcome 3

Plan and support play and other activities which meet the play, learning and development needs of the child 8–12.

Knowledge and/or Skills

- ◆ Play, learning and development needs of the children 8–12 years involved in play through observation, consultation and theoretical understanding
- ◆ Provision of appropriate environments, play spaces and activities in relation to the play, learning and development needs of the children 8–12 years
- ◆ Planning for play or other activity which meet these needs
- ◆ Actively involving children in planning, implementation and evaluation
- ◆ Play and other activities which are child-focussed, freely chosen, offer choice, creativity, risk and challenge for 8–12
- ◆ Recognition and responses to children's play cues using non-interventionist and interventionist approaches
- ◆ The importance of freely chosen and challenging play for children 8–12 years

Outcome 4

Reflect on and evaluate the role of the adult in working with children aged 8–12.

Knowledge and/or Skills

- ◆ Reflection and evaluation focussed on the role of the adult working with children 8–12 years
- ◆ Value, encourage and seek children's views and opinions
- ◆ The need for reflection by the adult on the quality of the play
- ◆ The need to reflect on responses to children's play cues
- ◆ Reflection on interventionist and non-interventionist roles whilst working with children 8–12 years
- ◆ The support provided to meet the needs of each child based on play, learning and development
- ◆ The role of the adult in supporting the rights of the child 8–12 years
- ◆ The relationship between theoretical perspective and the practice of working with children 8–12 years

Higher National Unit specification: Statement of standards (cont)

Unit title: Working With Children 8–12 Years (SCQF level 7)

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 8–12 in in a setting such as playwork, childcare or learning setting. This could be linked to the SVQ Units as part of the Group Award with consideration given to communication; health, safety and security and reflective practice.

Each learner must provide evidence that he/she can:

- ◆ analyse evolving theoretical approaches to play, learning and development of children aged 8–12.
- ◆ analyse current and evolving theories of play for children aged 8–12.
- ◆ plan and support play and other activities which meet the play, learning and development needs of the child 8–12.
- ◆ demonstrate active participation and involvement of children aged 8–12.
- ◆ demonstrate a response to children's play cues in relation to the role as facilitator of play.
- ◆ reflect on and evaluate the role of the adult in working with children aged 8–12.
- ◆ evaluate the relationship between theoretical perspective and the practice of working with children 8–12 years.



Higher National Unit Support Notes

Unit title: Working With Children 8–12 Years (SCQF level 7)

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/childcare 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.

Outcome 1

Investigate theoretical approaches to play, learning and development for children aged 8-12.

Knowledge and/or Skills

- ◆ Theories of play, learning and development for children 8–12 years
- ◆ The importance of issues such as identity, independence, peer pressure and transition on children 8–12 years
- ◆ Theories of adolescence and the onset of puberty
- ◆ Developmental stage differences in relation to gender

Outcome 2

Current thinking in play and Playwork, for example:

- ◆ Play types/evolutionary play (Bob Hughes)
- ◆ Nine Processes of Play (Stuart Lester)
- ◆ Intervention styles (Bob Hughes)
- ◆ Manchester Circles model (Wendy Russell)
- ◆ 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)

Higher National Unit Support Notes (cont)

Unit title: Working With Children 8–12 Years (SCQF level 7)

- ◆ Brain Development, the influence of puberty on the adolescent brain and the impact on social cognition, risk taking, etc. (Sarah Jane Blakemore)
- ◆ 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

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

Evaluation:

- ◆ For monitoring progress
- ◆ For meeting individual developmental and play needs
- ◆ Of adult role

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

Higher National Unit Support Notes (cont)

Unit title: Working With Children 8–12 Years (SCQF level 7)

Useful Resources/Addresses/Reference

- Bonel, P and Lindon J (1996) *Good Practice in Playwork* Cheltenham: Stanely Thomas
- Brown, F (2003) *Playwork — Theory and Practice* Buckingham: Open University Press
- Brown, F and Taylor, C (2008) *Foundations of Playwork* Berkshire, Open University Press
- Brown, F and Patte, M (2008) *Rethinking Children's Play* London, Bloomsbury Academic
- Bruce, T (1994) *Play the Universe and Everything*, in Moyles J.R *The Excellence of Play* Buckingham: Open University Press
- Coleman, J.C. Hendry, L.B. (1998) *The Nature of Adolescence*. London, Routledge
- Eder, D. (2001) *School Talk: Gender and adolescent culture*. New Jersey: Rutgers University Press
- Education Scotland (2010) *Bridging the Gap: Improving Outcomes for Scotland's young people through school and youth work partnerships*. Glasgow, Education Scotland
- Else, P (2009) *The Value of Play* London, Continuum
- Else, P (2014) *Making Sense of Play: Supporting children in their play* Berkshire, Open University Press
- Hughes, B (2001) *Evolutionary Playwork and Reflective Analytical Practice* London: Routledge
- Hughes, B (2006) *Play Types — Speculations and Possibilities*. London, The London Centre for Playwork Training and Education
- Kilvington, J and Wood, A (2010) *Reflective Playwork* London, Continuum
- Lester, S. Russell, W. (2008) *Play for a Change, Play, policy and practice: A review of contemporary perspectives*. London, National Childrens Bureau
- Valentine, G. (2003) *Boundary Crossings: Transitions from Childhood to Adulthood*. Childrens Geographies, Vol 1:1(pp 37-52)
- Play Scotland www.playscotland.org.uk
- Play Wales www.playwales.org.uk
- Play Education www.playeducation.co.uk
- National Playing Fields Association www.npfa.org
- Skills Active www.skillsactive.co.uk

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 8–12 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.

Higher National Unit Support Notes (cont)

Unit title: Working With Children 8–12 Years (SCQF level 7)

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 8–12 years such as playwork, childcare or learning setting.

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

Assessment Guidelines for the Unit:

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 8–12 in 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.

The report should contain the following:

- ◆ Demonstration of knowledge and understanding of the developmental progress of children aged 8–12
- ◆ Demonstration of knowledge and understanding of the evolving, as well as well-established, theoretical approaches to play, learning and development for children 8–12 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 8–12 years
- ◆ Ability to evaluate planned and implemented play /activities as a reflective practitioner

Higher National Unit Support Notes (cont)

Unit title: Working With Children 8–12 Years (SCQF level 7)

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

© Scottish Qualifications Authority 2015

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for learners

Unit title: Working With Children 8–12 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 8–12 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 8–12, 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/Childcare 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 8–12.
- ◆ explore the value of play in supporting the child 8–12 years.
- ◆ plan and support play and other activities which meet the play, learning and development needs of the child 8–12.
- ◆ reflect on and evaluate the role of the adult in working with children aged 8–12.

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.