



Higher National Unit specification

General information

Unit title: Activity Planning in Residential Child Care (SCQF level 9)

Unit code: HG30 34

Superclass: PN

Publication date: August 2016

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

The purpose of this Unit is to enable the learner to gain a critical understanding and critically evaluate activity planning in residential child care. The Standard for Residential Child Care (SSSC, 2015) states that residential child care practitioners should 'co-ordinate and lead the provision of a balanced and flexible programme of activities that supports development and learning and encourages children and young people to be healthy, active, achieving, respected and responsible.' (Standard 4.3)

The Unit will provide underpinning knowledge in relation to the value of a range of activities, both individual and group based, in the development of children and young people. Theories and frameworks for practice will be examined and a range of different types of play and leisure activities will be considered. The Unit will also provide an opportunity to demonstrate how the learner plans activities in the workplace and what the expected Outcome of such activities will be. Successful completion of the Unit will enable the learner to understand and apply the skills of activity planning which are so important to the overall development and wellbeing of children and young people in group care settings.

Outcomes

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

- 1 Demonstrate a critical understanding of national policy and guidance in the development of an activity strategy for children in residential care settings.
- 2 Critically evaluate a range of frameworks and research to support play, recreation, leisure activities, and other developmental opportunities.
- 3 Demonstrate a critical understanding of the range and use of everyday events, activities and play to promote the growth and development of children and young people.

Higher National Unit specification: General information (cont)

Unit title: Activity Planning in Residential Child Care (SCQF level 9)

Outcomes (cont)

- 4 Critically analyse a range of factors that have an impact on activity planning.
- 5 Plan safe and appropriate activities for children and young people in indoor and outdoor settings.

Credit points and level

2 Higher National Unit credits at SCQF level 9: (16 SCQF credit points at SCQF level 9)

Recommended entry to the Unit

In order to access the PDA level 9 Residential Child Care award learners must be able to demonstrate appropriate experience of working in a residential child care setting and have gained 120 credits at SCQF levels 7 and 8 which are recognised as meeting the requirements for registration with the Scottish Social Services Council in residential child care.

Core Skills

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

There is no automatic certification of Core Skills or Core Skill components in this Unit.

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.

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: Activity Planning in Residential Child Care (SCQF level 9)

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.

Outcome 1

Demonstrate a critical understanding of national policy and guidance in the development of an activity strategy for children in residential care settings.

Knowledge and/or Skills

- ◆ National policy guidance on health and wellbeing
- ◆ National policy guidance on activities and risk assessment in activity planning
- ◆ Critical examination of the application of policy and guidance to activity planning

Outcome 2

Critically evaluate a range of frameworks and research to support play, recreation, leisure activities, and other developmental opportunities.

Knowledge and/or Skills

- ◆ Developmental assets framework
- ◆ Role of activities in the development of resilience
- ◆ Stages of play and their relationship to emotional development
- ◆ Key research messages on the importance of play, recreation and leisure in child and adolescent development

Outcome 3

Demonstrate a critical understanding of the range and use of everyday events, activities and play to promote the growth and development of children and young people.

Knowledge and/or Skills

- ◆ Outdoor activities
- ◆ Non-directed therapeutic use of music, art and play
- ◆ Everyday activities
- ◆ Storytelling

Higher National Unit specification: Statement of standards

Unit title: Activity Planning in Residential Child Care (SCQF level 9)

Outcome 4

Critically analyse a range of factors that have an impact on activity planning.

Knowledge and/or Skills

- ◆ Factors affecting individual activities
- ◆ Factors affecting group activities
- ◆ Factors affecting outdoor and out of setting activities
- ◆ Disability and how it affects access to activities

Outcome 5

Plan safe and appropriate activities for children and young people in indoor and outdoor settings.

Knowledge and/or Skills

- ◆ The planning cycle
- ◆ Local policies and procedures which impact on planning activities
- ◆ Assessing risk in activity planning

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:

- ◆ critically evaluate how the developmental assets framework links to activity planning.
- ◆ analyse the concept of resilience and how activities can help children to develop strengths.
- ◆ analyse how two national policies on health and wellbeing have impacted on understanding the importance of activities and activity planning.
- ◆ critically evaluate two national policies/guidance papers relating to activity planning and risk assessment.
- ◆ analyse the four stages of play and how these should be understood and applied to activity planning.
- ◆ critically examine methods of working with the effects of disability to ensure that all children and young people have equal access to activities.
- ◆ critically examine the benefits of non-therapeutic use of play, music and art, storytelling and outdoor activities across age groups.
- ◆ critically reflect on dynamics and the impact on activity planning.
- ◆ critically evaluate risk assessment processes for activity planning.
- ◆ critically analyse at least three factors which have an impact on activity planning.



Higher National Unit Support Notes

Unit title: Activity Planning in Residential Child Care (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 80 hours.

Guidance on the content and context for this Unit

This Unit is concerned with activity planning in residential child care and how this benefits the children and young people with whom the learner works. When the learner has completed the Unit, they should have had the opportunity to consider a range of different activities, policy and practice guidance relating to activities, a range of theories and frameworks relevant to activity planning. They will be required to explain and evaluate how to plan and build a rationale for at least one activity in the workplace, for ease of understanding, the support notes have been divided to reflect each Outcome. The references following this section give links to the various resources identified in these support notes.

Outcomes 1 and 2

These Outcomes involve understanding the policy and research basis for play, activities and positive use of leisure time in residential child care settings. National and local policy reflects this. In addition, international bodies such as the United Nations and the European Union have begun to consider and develop policies concerned with children and young people's right to play and have access to developmental activities. Such bodies recognise the educational and societal benefits of activity provision. In the realm of residential childcare, it becomes even more important, as children in care will often have been deprived of play, developmental activities and leisure in their younger lives. This is even more so the case with disabled children.

For Outcome 1, the impact of national and local policies or guidance should be explored. One of the main policy drivers is the understanding that there is a lack of activity in many children, not just those in public care. Parkes, Sweeting and Wight (2012) drafted the policy paper *Growing up in Scotland: Overweight, obesity and activity*. This paper highlights childhood obesity and low physical activity, and the serious implications for children's health. The Children's Commissioner, SIRCC and the Scottish Government (2008) issued *Go Outdoors! Guidance and good practice on encouraging outdoor activities in residential child care*. This guidance is critical of the overemphasis on health and safety procedures and tries to encourage a way forward for practitioners. There will be other policy or guidance documents, which may be of interest and which can help learners to examine critically the impact of these upon practice in activity planning. In particular, learners should examine local health and safety policy and guidelines and critically examine these to see how they contribute to, or produce barriers for activity planning.

Higher National Unit Support Notes (cont)

Unit title: Activity Planning in Residential Child Care (SCQF level 9)

For the second Outcome, learners should be encouraged first, to examine a number of frameworks, which may help them to situate their learning. The Developmental Assets Framework is helpful for learners to explore in relation to programming activities. This framework has been used extensively, both in research and in the development of assessment tools. The Search Institute (2016) website explains the Developmental Assets Framework and gives lists of developmental assets tailored to different age groups.

Another helpful framework is the Resilience Framework, which has been incorporated into the GIRFEC model (Scottish Government 2010). This is a well-known model, which will help learners to look at activities in relation to building strengths. Gilligan (1999) spoke about the importance of activities for children in public care and identified six domains: secure attachment relationships, education, friendships, talents and interests, positive values and social competencies. Activities and activity planning, can be done with reference to the domains, particularly the domains of talents and interests and the domain of social competences. These can help practitioners to appraise and identify ways to strengthen the building blocks of resilience.

Learners should look at some of the research in the value of play. Whitebread (2012) has written a good overview and there are numerous other papers which are specific to residential child care, links to these are provided in the reference section. The four stages of play are Solitary Play, Parallel Play, Associative Play and Cooperative Play. These are linked to developmental stages. There are also different types and characteristics of play and activities. The paper, *Learning and developing through play* (Aistear, 2011), outlines the types characteristics, and stages, of play very well in its first few pages. When examining these learners need to remember that many of the children and young people with whom they work may be cognitively or emotionally at a much earlier stage than their chronological age would suggest. Also, they work with children and young people with disabilities and developmental delay. The NCB Play information paper on *Inclusive Play* is helpful here. All of these factors need to be taken into account when activity planning.

Outcome 3

For this Outcome, you want learners to consider a range of activities, which can have clear benefits to children and young people. You should initially explore what types of activity take place in the learner's workplace and what attempts, if any, they make to enhance activity provision and planning.

Outdoor activities enable children and young people to remain fit and healthy. Like all activities, they can help develop a talent or skill, and thereby increase self-efficacy. Yet often a range of mythology prevents young people from being involved in outdoor activities. It may help learners to look at some of the research and papers in this area. McGuinness et al (2007) showed how health and safety procedures get in the way of planning outdoor activities. Play Scotland has an excellent short paper exploding some of these myths.

Higher National Unit Support Notes (cont)

Unit title: Activity Planning in Residential Child Care (SCQF level 9)

Learners should be encouraged to look at the use of music, art and play in a non-directed therapeutic way. This is because it is important to draw the distinction between play therapy, music therapy and art therapy (which are recognised therapeutic interventions, requiring trained therapists) and the non-directed use of these types of activities. This is simply where the child or young person learns and uses a particular type of activity for its own sake, and in their own way. It may be helpful here to seek some guidance from an art, play or music therapist so that they can learn about these distinctions and have an opportunity to ask questions of a therapist.

Everyday activities are a huge source of developmental opportunities. Activities such as cooking can provide non-threatening opportunities for feedback and development of skills and self-efficacy. Ruth Emond has written a number of papers on the meaning of food and food practices in residential child care. It would be helpful for learners to look at some of this, and to critically reflect on the place of food and cooking in children's lives. (See, for example, Emond et al, 2014 Food and Feelings in Residential Child Care, *British Journal of Social Work*, 44 (7), pp 1840–1856). Tuomi and Tuulet (2011) also describe their research in the importance of everyday activities. Steckley et al (2016) have also produced an excellent book on therapeutic child care which looks at a range of activities and the research evidence for their efficacy.

Research has also emerged about the importance of storytelling in building identity and in giving children and young people a way to articulate experiences, which they may have had. Nearly all good stories that resonate with us do so because they are actually about something much deeper than what we consciously detect. Stories are filled with symbolism, metaphor, and archetypes. One prevalent theme is the theme of the child left alone or orphaned, and overcoming adversity. Stories from Snow White, to Peter Pan and Harry Potter all feature such children. In seeing how the characters successfully triumph over their challenges, practitioners can get a message about how their young people can do the same. Some research in storytelling in residential child care has demonstrated that it is a powerful tool for building relationships and for giving a safe space to explore painful issues. Stevens et al (2008) looked at the work of storytelling in residential child care, particularly in supporting literacy. Learners should be encouraged to explore their own feelings about relating stories and reading aloud.

Outcome 4

This Outcome is about the practice of activity planning. Learners should examine some of the factors, which have an impact on the planning of individual and group activities. They should be able to talk knowledgeably about group dynamics. As a tutor, you may want to rehearse some of this with the learners to ensure that they have this understanding. They should also talk about when it is appropriate to use individual activities as opposed to group activities and the benefits and challenges of both.

Higher National Unit Support Notes (cont)

Unit title: Activity Planning in Residential Child Care (SCQF level 9)

Learners should critically examine their own organisational approach to risk assessment in activity planning, with reference to research, policy and the UNCRRC. The *Change4life website* has some very good tools on activity planning, which can be used with young people. Finally, learners should be given an opportunity to look at the strengths and challenges of social media as activities. There is some particularly interesting work currently available on how social networking helps the confidence and identity development of young people on the autism spectrum such as the report by Byrne (2013). O’Keefe and Pearson (2011) outline the benefits and problems with social media. Learners should be encouraged to critically reflect on this and examine how they can use social media to the advantage of children and young people in their care.

Outcome 5

For this Outcome, learners will be required to put their knowledge and planning into practice. They will be required to run two activities (one individual activity and one group activity, one indoor and one outdoor activity). A plan and rationale for the activity should be produced. Tutors may wish to revisit the planning cycle to ensure that learners produce a coherent plan for the activities which they will be presenting. They should also record the actual activities and critically evaluate of how the activities went in terms of their stated Outcomes. This Outcome is important as activity planning is essentially a practical exercise and competence in this area must be demonstrated practically. It also forms the basis of their assessment for the Unit.

References and websites to support the Outcomes

Action for children research update: learning to climb high.

https://www.actionforchildren.org.uk/media/4251/safe_and_secure_briefing.pdf

Aistear, D. (2011) Learning and developing through play. Accessed on 23 Jan., 2016 at

http://www.ncca.biz/Aistear/pdfs/Guidelines_ENG/Play_ENG.pdf

Byrne, J. (2013) Autism and Social Media: An exploration of the use of computer mediated communications by individuals on the autism spectrum. University of Glasgow. Accessed on 23 Jan., 2016 at

<http://www.scottishautism.org/files/file/Jemma%20Byrne%20Literature%20Review%20on%20Autism%20and%20Social%20Media%20Feb%20edit.pdf>

Gilligan, R. (1999) Enhancing the resilience of children and young people in public care by mentoring their talents and interests. *Child and Family Social Work*, 4, pp 187-196. Accessed on 23 Jan., 2016 at

<http://psychrights.org/research/Digest/CriticalThinkRxCites/gilligan.pdf>

McGuinness, L.; Stevens, I.; Milligan, I.M. (2007) Playing it safe? A study of the regulation of outdoor play for children and young people in residential care. Accessed on 23 Jan., 2016 at http://www.sircc.org.uk/sites/default/files/Playing_it_Safe_SCCYP.pdf

Scottish Children’s Commissioner (2008) Go Outdoors! Guidance and good practice on encouraging outdoor activities in residential child care. Accessed on 23 Jan., 2016 at <http://www.playscotland.org/wp-content/uploads/assets/Go-Outdoors.pdf>

Higher National Unit Support Notes (cont)

Unit title: Activity Planning in Residential Child Care (SCQF level 9)

Child centred play therapy. Accessed on 23 Jan., 2016 at
<http://cirrie.buffalo.edu/encyclopedia/en/article/275/>

NCB Play Information Service: Inclusive play factsheet. Accessed on 23 Jan., 2016 at
http://www.ncb.org.uk/media/124854/no.8_inclusive_play.pdf

O'Keefe and Pearson (2011). The Impact of Social Media on Children, Adolescents, and Families. Paediatrics. Accessed on 23 Jan., 2016 at
http://research.fit.edu/sealevelriselibrary/documents/doc_mgr/1006/O'Keefe_and_Pearson._2011._The_Impact_of_Social_Media_on_Children,_Adolescents,_and_Families.pdf

Parkes, A., Sweeting, H. and Wight, D. (2012) Growing up in Scotland: Overweight, obesity and activity. Accessed on 23 Jan., 2016 at
<http://www.gov.scot/Resource/0039/00392688.pdf>

Play Scotland: Myths in organising play activities. Accessed on 23 Jan., 2016 at
<http://www.playscotland.org/resources/myths/>

Resilience Matrix (Scottish Government, 2010). Accessed on 23 Jan., 2016 at
<http://www.gov.scot/Resource/Doc/1141/0109967.pdf>

Search Institute (2016) The Developmental Assets Framework. Accessed on 23 Jan., 2016 at
<http://www.search-institute.org/research/developmental-assets>

Sheikh, S. (2013) Evaluation of CCE/NCB Arts and Cultural Activities Project with Looked After Children. Creativity, Culture and Education. Accessed on 23 Jan., 2016 at
<http://www.creativitycultureeducation.org/evaluation-of-ccencb-arts-and-cultural-activities-project-with-looked-after-children>

Steckley, L. (2005) Just a game? The therapeutic potential of football. In: Facing forward: residential child care in the 21st century. Russell House Publishing, pp. 137-147. Accessed on 23 Jan., 2016 at
<http://strathprints.strath.ac.uk/5452/>

Steckley, L., Emond, R. and Roesch-Marsh, A. (2016) A Guide to Therapeutic Child Care. London: Jessica Kingsley.

Stevens, I. Kirkpatrick R. and McNicol L. (2008). Improving literacy through storytelling. Scottish Journal of residential Child Care, 7,2. Accessed on 23 Jan., 2016 at
http://www.sircc.org.uk/sites/default/files/SJRCC72_improving_literacy_through_storytelling.pdf

Tomlinson, P. (2013) Communicating with traumatised children. Accessed on 23 Jan., 2016 at
<http://www.goodenoughcaring.com/the-journal/communicating-with-traumatised-children/>

Higher National Unit Support Notes (cont)

Unit title: Activity Planning in Residential Child Care (SCQF level 9)

Tuomi, K and Tuulet, PL. (2011) Supporting interaction in the context of residential child care. *Scottish Journal of Residential Child Care*. Feb/Mar 2011- Vol.10, No.1. Accessed on 23 Jan., 2016 at http://www.celcis.org/files/7214/4041/4468/2011_Vol_10_1_Tuomi_Supporting_interaction_in.pdf

Vandervan, Karen (2005) Beyond Game Boys, Walkmans, and TV: The Significance of Activities and Activity Programming in Group and Residential Care. *Residential Group Care Quarterly* 5(3) pgs. 12-16. Accessed on 23 Jan., 2016 at <http://files.eric.ed.gov/fulltext/ED486024.pdf>

Vulliamy, A. (2009). The contribution of music therapy to the emotional wellbeing of children in residential child care. *Scottish Journal of Residential Child Care*, 8(2), October 2009, pp.41-53. Accessed on 23 Jan., 2016 at http://www.sircc.org.uk/sites/default/files/SJRCC82_music_therapy1.pdf

Whitebread, D. (2012). The importance of play. Accessed on 23 Jan., 2016 at http://www.importanceofplay.eu/IMG/pdf/dr_david_whitebread_-_the_importance_of_play.pdf

Some other websites may contain useful information

Change4life website has an activity planning smart tools page
<https://smarttools.change4life.co.uk/>

Adventure sports podcasts: a range of topics about outdoor activities explored. Here is one example.
<http://www.adventuresportspodcast.com/2016/01/ep-129-getting-kids-into-outdoors.html>

Life story work is an area of activity. An excellent resource is available at
<http://www.devon.gov.uk/lifestoryprecourseread.pdf>

Cooking with children in care has some great tips and hints in how to get children cooking
<http://www.childrensfoodtrust.org.uk/lets-get-cooking/>
<http://www.childrensfoodtrust.org.uk/lets-get-cooking-at-home/hundreds-of-recipes/>

Guidance on approaches to delivery of this Unit

The first and second Outcomes set the context for the Unit. There is an assumption that learners will know about the stages of development and about some of the features of early life, which may have an impact on how children and young people in care will respond to activity planning. However, this should be revisited with them, and linked to the stages and types of play, with a reminder that cognitive and emotional development may lag behind the actual age of children. They are also reminded that, children with disabilities and developmental delay need a particular approach to activity planning to ensure that they are truly included. It is suggested that a range of research papers from residential care settings and any policy and practice guidance should be examined. Perhaps short critical presentations of particular policies or short group presentations of particular research studies can be used to encourage dialogue.

Higher National Unit Support Notes (cont)

Unit title: Activity Planning in Residential Child Care (SCQF level 9)

The third Outcome will look at the range of activities that might be used in residential child care. This Outcome lends itself to presentations from outside speakers. It also lends itself to the use of multi-media items such as podcasts and YouTube. Finally, it can give an excellent opportunity for learners to share their own skills and how they have used them in the Unit.

The fourth Outcome will be looking at the process of planning activities in the Unit. Prior to this, learners will need to explore their Unit's approach to activity planning and risk assessment. This should be done through critical reflection. Learners should be actively encouraged to look for the strengths and barriers to activities, particularly outdoor activities. Lewin's force field analysis model can be particularly useful for this exercise. Social media will also be discussed here. Learners should be encouraged to bring case studies and dilemmas from their own workplace or experience. They should, however, be encouraged to look at the positive use of social media and communication technologies, as well as the problems.

The fifth Outcome will involve the learner actually delivering two activities. One will be an individual activity with one child or young person. The other will be a group activity. One activity should be outdoor and the other should be indoor. The learner should plan the activities taking into account national policies and local procedures. They should run and record the activities and provide a critical evaluation of each of the activities. This will form the basis of their assessment for this Unit.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following is a suggestion 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 suggested that the assessment for this unit is in the form of an individual presentation to the class or tutor on an activity which the learner has planned and carried out with a group or an individual. The presentation should be a PowerPoint presentation to the class group.

The following aspects should be clear:

- ◆ Short description of the type of Unit and children or young people who live there. No identifying information should be given
- ◆ The policy drivers (at least one on health and one on activities) which enhance activities and activity planning within the Unit
- ◆ Analyse the group dynamics within the Unit and how they may impact on activity planning

Higher National Unit Support Notes (cont)

Unit title: Activity Planning in Residential Child Care (SCQF level 9)

- ◆ Description of the activity (group or individual, outdoor or indoor, type of activity eg storytelling, non-therapeutic use of play, art, music, everyday activity, etc.) and why the activity was appropriate to this particular child/young person/group (reference should be made to stage of development, trauma issues, self-efficacy, developmental asset building and resilience)
- ◆ Description of how the activity was planned (This should include resources needed, stage of play used, risk assessment, child engagement and participation. In addition, if the learner does not work in a disability Unit, they should say how activity could be altered to enable a child with a disability were to undertake it)
- ◆ Research evidence to suggest that the chosen activity might produce a beneficial Outcome
- ◆ Critical evaluation on how the activity went
- ◆ Critical evaluation of the policy drivers highlighted for this activity
- ◆ Suggestions for their workplace or organisation as a result of the critical evaluation of this activity

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

Assessment of this Unit will assume the development of Core Skills necessary in the performance of work tasks at this level. For example, the assessment is likely to include the use of appropriate information technology. Taking part in the activities of the class will lead to the demonstration of skills required to undertake presentations written and oral which will include the use of complex information.

Learners will have the opportunity to develop the following Core Skills:

Communication: Written communications will be developed through learners producing written work in a variety of formats; oral communication will be developed through discussion, debate and evidence of engagement with other professionals and key people.

Working with Others: Will be developed as learners will be required to work collaboratively with colleagues from their own Unit in the preparation and research for their assessment.

Information and Communication Technology (ICT): Learners will develop their ICT skills through research and the presentation of the assessment.

Higher National Unit Support Notes (cont)

Unit title: Activity Planning in Residential Child Care (SCQF level 9)

Problem Solving: Learners will develop their skills through the practical application of planning and undertaking their selected activities working in collaboration with others in a group.

History of changes to Unit

Version	Description of change	Date

© Scottish Qualifications Authority 2016

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: Activity Planning in Residential Child Care (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.

The purpose of this Unit is to enable you to explore and critically evaluate activity planning in residential child care. The Standard for Residential Child Care (SSSC, 2015) states that residential child care practitioners should 'co-ordinate and lead the provision of a balanced and flexible programme of activities that supports development and learning and encourages children and young people to be healthy, active, achieving, respected and responsible.' (Standard 4.3). The Unit will contribute to this aim.

The Unit will provide underpinning knowledge in relation to the value of a range of activities, both individual and group based, in the development of children and young people. Theories and frameworks for practice will be examined and a range of different types of play and leisure activities will be explored. The Unit will also provide an opportunity to demonstrate how you actually plan activities in the workplace and what the expected Outcome of such activities will be.

Successful completion of the Unit will enable you to understand and apply the skills of activity planning which are so important to the overall development and wellbeing of children and young people, in group care settings. You will also further enhance some of your Core Skills in *Communication, ICT, Working with Others* and *Problem Solving*.

The assessment for this Unit will take the form of an individual presentation to the class or to the tutor on two activities which you planned and carried out with either a group or an individual child or young person, in an outdoor and an indoor setting.