



National Unit specification

General information

Unit title: Children and Young People: Practice of Play
(SCQF level 5)

Unit code: HC39 45

Superclass: PQ

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Unit purpose

This is a practical play Unit which requires the learner to take part in and implement a range of play opportunities that would be suitable for all children and young people.

The learner will be expected to consider play practice related to: 'play', 'play process', 'play space' and 'play types' available for children and young people and to explain the benefits of the practice of play for children and young people.

The learner should have the opportunity to consider the role of the adult in the provision of an appropriate play space, play and activities, and supporting children and young people's choices.

This Unit is a mandatory Unit in the National Progression Award in Playwork and Childcare, but is also suitable for learners wishing to study the Unit on its own. The Unit is suitable for learners who are in employment or are considering employment in the childcare and education sector or who wish to progress onto higher level Playwork and Childhood Practice qualifications.

Outcomes

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

- 1 Explore the practice of play.
- 2 Explore a range of play spaces.
- 3 Explain the role of the adult supporting children and young peoples' play.

National Unit specification: General information (cont)

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Credit points and level

2 National Unit credits at SCQF level 5: (12 SCQF credit points at SCQF level 5)

Recommended entry to the Unit

While entry is at the discretion of the centre, learners would normally benefit from having attained one of the following, or equivalent:

- ◆ a *Communications* Unit at SCQF level 5
- ◆ a Unit(s) from SCQF level 5 — *Early Education and Childcare*

Learners would benefit from some knowledge and understanding of the development of children and young people and appropriate play and activities for children and young people.

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.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

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.

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.

Outcome 1

Explore the practice of play.

Performance Criteria

- (a) Explore a range of different types of play.
- (b) Implement a range of different play opportunities and activities for children and young people.

Outcome 2

Explore a range of play spaces.

Performance Criteria

- (a) Indoor and outdoor.
- (b) Physical, affective, transient.

Outcome 3

Explain the role of the adult supporting children and young peoples' play.

Performance Criteria

- (a) Explain the role of the adult in supporting an appropriate space for play.
- (b) Explain the role of the adult in supporting appropriate play and activities for children and young people.
- (c) Explain the role of the adult in supporting choice in play.

National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

Produce a folio of evidence of play practice suitable for all children and young people. This should include examples of play practice, incorporating the role of the adult and how to support choice in play.

At least six descriptions of types of play (from those listed in the appendix), play opportunities and activities for the child or young person:

For each of the range of play spaces, the learner should provide one examples of play spaces and explain the role of the adult in each as defined in Outcome 3.

The evidence should be compiled as an on-going piece of work, and should be developed as the learner progresses through the Unit.

The Assessor should ensure that they retain evidence of recording sheets for each practical play which describes the play, the role of the adult and supporting choice allowing the learner to retain the practical play journal.

The assessment should be conducted under unsupervised, uncontrolled, open-book conditions. Centres must be satisfied that the work submitted is the learner's own work. Assessors should maintain a record of any discussions with each learner. The evidence should be retained in a folio.

This Unit should be integrated to the Unit *Working with Children and Young People*, to allow for the integration of the practical play with the accounts of play practice.

The Appendix to the Statement of Standards for this Unit states the mandatory types of play which **must** be covered. Other types of play may be included in addition. In the list, there are suggested play opportunities in each play type. Not all opportunities should be covered and the list of play opportunities is not prescriptive.

Outcome 1

Learners must have the opportunity to explore a variety of types of play from the list in the guidance. This will involve the practical involvement of the learners in a variety of play types. Within this practical opportunity, the learner should have the ability to understand how this will relate to children and young people.

National Unit specification: Statement of standards (cont)

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Outcome 2

Learners should have the opportunity to explore a variety of play spaces from the list in the guidance. This will involve the practical involvement of the learners engaging in a variety of play spaces covering the criteria of physical, transient, affective and indoors and outdoors. Within this practical opportunity, the learner should have the ability to understand how each of the ranges of play spaces will relate to children and young people.

Outcome 3

Learners should have the opportunity to investigate the role of the adult in providing play opportunities and activities that are appropriate and fun for children and young people. This means the adult must be able to identify developmental levels of children and young people, have an understanding of what is appropriate, what children and young people would enjoy. They should also be able to understand the range of play opportunities and activities that are appropriate and fun.

Learners should consider the role of the adult in supporting the child or young person's choices in play. This means they should consider the child at the centre of the play process, the need for the adult to sensitively intervene or not, the need for the adult to understand the process of play and to recognise when play is not working for a child or young person, how to support and encourage the child or young person to make choices in play.



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 80 hours.

Guidance on the content and context for this Unit

This is a practical play Unit which requires the learner to take part in and implement a range of play opportunities that would be suitable for all children and young people. The learner must have the opportunity to extend their play practice and develop their knowledge in relation to their play practice for example: 'play', 'play process', 'play space' and 'play types' available for children and young people. They should be able to explore and explain the benefits of the practice of play for children and young people.

The learner should have the opportunity to consider the role of the adult in the provision of an appropriate play space, play and activities, and supporting children and young people's choices.

Learners will work under the Scottish Social Services Council (SSSC) codes of practice. This Unit aligns to the National Occupational Standards (NOS) for Playwork at level 2 which has been developed by the Sector Skills Council (SSC) SkillsActive and also the NOS for Social Services: children and young people at level 2 developed by the SSC Skills for Care and Development.

Guidance on approaches to delivery of this Unit

This Unit is a mandatory Unit in the National Progression Award in Playwork and Childcare at SCQF level 5, but is also suitable for learners wishing to study the Unit on its own. However, it is recommended that it should be delivered within the context of this award.

In delivering this Unit there should be a balance between teacher/lecturer presentation and learner-centred learning. This can be taught using a variety of methods, such as:

- ◆ small group exercises
- ◆ group discussion
- ◆ case studies
- ◆ worksheets
- ◆ individual research
- ◆ videos
- ◆ lectures
- ◆ use of ICT such as searching appropriate and relevant websites

National Unit Support Notes (cont)

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This Unit may be supported by play workshops, or through visits to a variety of play settings. These workshops could be a good teaching start point to lead into what the benefits of the play are and what the role of the adult could be. Learners should have the opportunity to discuss and investigate the role of the adult in providing an appropriate space for play. Assessors must ensure that all evidence presented is learner's own work and provide confirmation of authentication according to centres procedures and SQA processes.

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.

The assessment for this Unit should be gathered on an on-going basis to allow learners to produce a folio of examples of play practice. The evidence for this Unit should be obtained through the compilation of a folio of evidence based on learner's play practice.

The learner must produce a folio of evidence of play practice suitable for all children and young people. This should include examples of play practice, incorporating the role of the adult and how to support choice in play.

It should contain at least six descriptions of types of play (from those listed in the appendix), play opportunities and activities for the child or young person.

For each of the range of play spaces, the learner should provide one examples of play spaces and explain the role of the adult in each as defined in Outcome 3.

The evidence should be compiled as an on-going piece of work, and should be developed as the learner progresses through the Unit.

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.

National Unit Support Notes (cont)

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Additional Support Notes

Outcome 1

Types of Play

- ◆ **Symbolic play:** play with toys, junk modelling, role play, imaginative play, dance and drama.
- ◆ **Books and play which supports language enrichment:** reading stories, sharing stories and making up stories, making books with children.
- ◆ **Imaginative play:** role play, puppets, story boards, drama, songs with actions, poetry and rhymes, traditional stories.
- ◆ **Creative play:** musical activities, crafts, construction, drawing, painting, etc clay, dough, sculpting, etc movement and dance, imaginative play and drama, junk modelling, sewing, weaving, tie-dye, t-shirt painting and textiles.
- ◆ **Discovery Play:** sensory play, exploratory play, water play, sand play, play using natural elements, Environmental activities: including '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).
- ◆ **Vigorous play:** running, jumping, racing, chasing, group games, parachute games, dance, bikes, scooters, tricycles, go-karts, roller blades, skateboards, etc play with equipment — climbing frames, swings, slides, tunnels, etc outdoor activities, adventure play, circus skills, earth balls, egg balls, etc soft play or bouncy castles, etc.
- ◆ **Play with Technology:** using real tools, cooking, baking, working with wood and tools, scientific play, taking things apart — clocks, radios, etc., using computers, using the internet, audio/visual activities, ie making films, taking photographs, etc using CAD/ games software.
- ◆ **Games:** physical games, group games, ball games, team games, board games, dance and singing games, traditional games, sports.

Or the following definitions of Types of Play

- ◆ **Communication play:** Play using words, nuances or gestures — for example mime, jokes, play acting, mickey taking, singing, debate, poetry.
- ◆ **Creative play:** Play which allows a new response, the transformation of information, awareness of new connections, with an element of surprise — for example enjoying creation with a range of materials and tools for its own sake.
- ◆ **Deep play:** Play which allows the child to encounter risky or even potentially life threatening experiences, to develop survival skills and conquer fear — for example leaping onto an aerial runway, riding a bike on a parapet, balancing on a high beam.
- ◆ **Dramatic play:** Play which dramatises events in which the child is not a direct participator — for example presentation of a TV show, an event on the street, a religious or festive event, even a funeral.
- ◆ **Exploratory play:** Play to access factual information consisting of manipulative behaviours such as handling, throwing, banging or mouthing objects — for example engaging with an object or area and, either by manipulation or movement, assessing its properties, possibilities and content, such as stacking bricks.

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- ◆ **Fantasy play:** Play, which rearranges the world in the child's way, a way which is unlikely to occur — for example playing at being a pilot flying around the world or the owner of an expensive car.
- ◆ **Imaginative play:** Play where the conventional rules, which govern the physical world, do not apply — for example imagining you are, or pretending to be, a tree or ship, or patting a dog which isn't there.
- ◆ **Locomotor play:** Movement in any and every direction for its own sake — for example chase, tag, hide and seek, tree climbing. Control of the physical and affective ingredients of the environments — for example digging holes, changing the course of streams, constructing shelters, building fires.
- ◆ **Mastery play:** Control of the physical and affective ingredients of the environments — for example digging holes, changing the course of streams, constructing shelters, building fires.
- ◆ **Object play:** Play which uses infinite and interesting sequences of hand-eye manipulations and movements — for example examination and novel use of any object eg cloth, paintbrush and cup.
- ◆ **Role play:** Play exploring ways of being, although not normally of an intense personal, social, domestic or interpersonal nature — for example brushing with a broom, dialling with a telephone, driving a car.
- ◆ **Rough and tumble play:** Close encounter play which is less to do with fighting and more to do with touching, tickling, gauging relative strength, discovering physical flexibility and the exhilaration of display — for example playful fighting, wrestling and chasing where the children involved are obviously unhurt and giving every indication that they are enjoying themselves.
- ◆ **Social play:** Play during which the rules and criteria for social engagement and interaction can be revealed, explored and amended — for example any social or interactive situation which contains an expectation on all parties that they will abide by the rules or protocols, ie games, conversations, making something together.
- ◆ **Socio-dramatic play:** The enactment of real and potential experiences of an intense personal, social, domestic or interpersonal nature — for example playing at house, going to the shops, being mothers and fathers, organising a meal or even having a row.
- ◆ **Symbolic play:** Play which allows control, gradual exploration and increased understanding, without the risk of being out of one's depth — for example using a piece of wood to symbolise a person, or a piece of string to symbolise a wedding ring.

National Unit Support Notes (cont)

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Outcome 2

A play space can be defined as, any area — physical, affective, permanent or transient — that supports and enriches the potential for children and young people’s self-directed play. A play environment may consist of one or any number of play spaces.

Affective play space — Spaces that:

- (a) pay attention to and support the variety of feelings and moods that children and young people bring with them or have during play;
- (b) have particular areas, materials and/or props that at different times stimulate or encourage the expression, experience or experimentation with a range of emotions;
- (c) have playworkers who seek to develop via diverse means, an overall ambience of welcome, acceptance, freedom and playfulness.

Transient Play Space — Spaces that change, get modified, adapted or get reconstructed via a wide range of movable resources, props, materials and structures — breaking up the wider physical space into different smaller spaces for different kinds of play at different times.

For example:

- ◆ creating dens and hideyholes
- ◆ using fabrics and loose parts to create imaginative places like a hospital or a forest
- ◆ shifting furniture back or around to accommodate particular games.

A transient play space could be the couple of cubic feet behind a piece of furniture, a whole room or field; it could be created spontaneously or planned beforehand.

Physical play space — Spaces that support children and young people in physically playing in any way they wish, ie running, jumping, climbing, swinging, dancing, wrestling, sliding, chasing as well as all the fine motor skills too.

In the best interests of learner knowledge and skills, the understanding of play spaces should be a practical learning experience.

Outcome 3

The role of the adult within the context of this Unit is to support and facilitate play and play spaces for children and young people. The role of the adult is also to ensure that they recognise the impact on their intervention on the play of the children and young people their impact on the play, in the play space.

National Unit Support Notes (cont)

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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

Learners may have the opportunity to develop aspects of the Core Skill in *Working with Others* through group discussions, exercises as part of the learning and teaching approach.

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

Development of skills for learning, skills for life, and skills for work.

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

- ◆ **1 Literacy**
1.3 Listening and talking
- ◆ **3 Health and wellbeing**
3.1 Personal learning
3.2 Emotional wellbeing
- ◆ **4 Employability, enterprise, and citizenship**
4.6 Citizenship
- ◆ **5 Thinking skills**
5.2 Understanding

Other skills may be developed through group discussions, exercises as part of the learning and teaching approach.

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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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.

Summary

This is a practical play Unit which requires you to take part in and implement a range of play opportunities that would be suitable for all children and young people.

You will be expected to consider play practice related to: 'play', 'play process', 'play space' and 'play types' available for children and young people and to explain the benefits of the practice of play for children and young people.

You should have the opportunity to consider the role of the adult in the provision of an appropriate play space, play and activities, and supporting children and young people's choices.

This Unit is a mandatory Unit of the National Progression Award (NPA) in Playwork and Childcare, but is also suitable if you wish to study the Unit on its own. The Unit is suitable for you if you are in employment or are considering employment in the childcare and education sector or who wish to progress onto higher level Playwork and Childhood Practice qualifications.

Assessment

You will be expected to produce a folio of evidence of play practice suitable for all children and young people. This should include examples of your play practice, incorporating the role of the adult and how to support choice in play.

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