



National Unit specification

General information

Unit title: Supporting Children and Young People in a Play Setting (SCQF level 5)

Unit code: HC3K 45

Superclass: PQ

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Source: Scottish Qualifications Authority

Version: 01

Unit purpose

The purpose of this Unit is to give learners the knowledge and understanding of their roles and responsibilities in relation to working with children and young people in a play setting and the legislative structure involved.

The learner will develop an understanding of play provision and explore the current underpinning principles in relation to the setting. The learner will identify the range of play and resources which would be required within this setting.

This Unit is suitable for learners who are support workers in playwork, street play, indoor soft play or other play centre.

This is an optional Unit within the National Progression Award in Playwork and Childcare, but is also suitable for learners wishing to study the Unit on its own.

Outcomes

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

- 1 Explain the Playwork Principles which underpin working with children and young people.
- 2 Describe the roles and responsibilities of adults working in the play setting.
- 3 Explain the role of play in the play setting.

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

National Unit specification: General information (cont)

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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 National 4
- ◆ a Unit(s) from *National 4 — 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.

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

Explain the Playwork Principles which underpin working with children and young people.

Performance Criteria

- (a) Identify the playwork principles in relation to working with children and young people a play setting.
- (b) Describe the impact of the playwork principles on child or young person's experience in the play setting.

Outcome 2

Describe the roles and responsibilities of adults working in the play setting.

Performance Criteria

- (a) Identify the legislative responsibilities of adults.
- (b) Describe ways in which adults should engage with children and young people.

Outcome 3

Explain the role of play in the play setting.

Performance Criteria

- (a) Explain the benefits of play for children and young people.
- (b) Describe how and when adults should intervene in children and young people's 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.

The evidence for all Outcomes must be written and/or oral evidence.

The learners must produce a report which identifies and describes:

- ◆ the principles which underpin the practice within the setting.
- ◆ the role of the adult.
- ◆ how the setting supports play.

This is an integrated assessment. The evidence produced for this Unit, will provide the information required for the initial section of the *Working with Children and Young People Unit*.

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.



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

The purpose of this Unit is to give learners the knowledge and understanding of their roles and responsibilities in relation to working with children and young people in a play setting and the legislative structure in relation to this Unit. The learner will develop an understanding of playscheme provision and explore the current underpinning principles in relation to the setting. The learner will identify the range of play and resources which would be required within this setting.

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.

The learner is referred to as the adult in the Outcomes for this Unit.

Outcome 1

The current Playwork Principles are found on the Playwork Section of the SQA website. Learners should describe the principles which are appropriate to a play setting such as:

- ◆ child-centred practice
- ◆ empowerment
- ◆ self-directed play
- ◆ appropriate intervention
- ◆ equality and access
- ◆ opportunities for risk, challenge, growth of confidence and self-esteem
- ◆ health and safety
- ◆ individuality
- ◆ consideration and care
- ◆ new experiences
- ◆ co-operation
- ◆ legislation
- ◆ current playwork principles and principles

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Learners should give examples of how they support children and young people such as:

- ◆ encouraging participation in decision making
- ◆ recognising play is led by the child
- ◆ providing a safe and secure but challenging play environment
- ◆ active listening
- ◆ responding to children's play cues as required
- ◆ working positively with others within in the setting
- ◆ promoting anti-discriminatory practice
- ◆ reflecting on practice

Outcome 2

In describing the roles and responsibilities of adults working with children and young people within a play, learners should understand their role in providing a safe, stimulating and positive play environment. Learners should also be aware of the Code of Practice for Social Services Workers, if relevant within the play setting.

Learners should understand the range of legislative duties which govern the provision of a play setting. Learners should also be aware of the role they play as part of the team in the play setting.

Learners should describe legislation in the Scottish context. At the time of writing this Unit, examples of current legislation are:

- ◆ *Regulation of Care (Scotland) Act 2001*
- ◆ *Protection of Children (Scotland) Act 2003*
- ◆ *Health and Safety at Work Act 1974*
- ◆ *The UN Convention on the Rights of the Child*
- ◆ *The Children (Scotland) Act 1995*
- ◆ *Disability Discrimination Act 1995*
- ◆ *Education (Additional Support for Learning) (Scotland) Act 2003*
- ◆ *The children and Young People (Scotland) Act 2014*

Learners should identify ways in which adults engage with children, young people and others and how different approaches can influence the relationship between them and the children, young people and others within a play.

Examples of this are:

- ◆ welcoming children and young people to the setting
- ◆ responding to requests for information within the setting from others
- ◆ supporting the individual needs of children and young people
- ◆ application of agreed policies and procedures when working with children and young people in relation to a play setting
- ◆ dealing with accidents and incidents within a play setting

National Unit Support Notes (cont)

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Outcome 3

When describing the benefits of play within a play setting, learners should identify benefits in relation to current playwork thinking such as:

- ◆ play cues and returns
- ◆ current playwork theories such as evolutionary play, play cycle, psycholudics
- ◆ play drive
- ◆ child development

When describing the resources selected to support children's play needs and preferences learners should consider:

- ◆ the involvement of children and young people in selecting resources for the play setting
- ◆ non adulteration of children's play
- ◆ the process of children's development relevant to a play setting
- ◆ the limitations of the play setting and availability of resources within the setting
- ◆ what the children want to do and play with in the setting

Guidance on approaches to delivery of this Unit

A holistic approach should be taken to the delivery of the Unit as there is an overlap between each Outcome. For example, the principles from Outcome 1 link to the adult's role in supporting play in Outcome 3. Materials in the form of case studies, task/project sheets and checklists could be used to ensure effective progression throughout the Unit. Learners could benefit from group exercises involving questions and answers sessions, which would explore the role of the adult in providing for the play needs and preferences of children and young people. Learners could also benefit from visual resources, such as videos and DVDs from play settings, which is aimed at developing skills in reflective practice.

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.

If this Unit is being delivered as part of the Group Award, there are links between this Unit and the mandatory work practice Unit, *Children and Young People: Process of Play*. The current Playwork Principles can be found on the SkillsActive website. These principles, underpin the role and function of a playworker.

National Unit Support Notes (cont)

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It is suggested that there should be a single assessment which could consist of a report produced under open-book conditions. This will help learners see the holistic nature of early years and playwork provision.

The report could be supported by resource and health and safety checklists which identify the considerations given by the learners in **Outcome 2** and **Outcome 3** in respect of the legal responsibilities of adults in the play and the needs and preferences of children and young people within a play setting.

Assessors must ensure that all evidence presented is learner's own work and provide confirmation of authentication according to centres procedures and SQA processes.

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.

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.

National Unit Support Notes (cont)

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- ◆ **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

Others skills may be gained 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

Unit title: Supporting Children and Young People in a Play Setting
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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.

The purpose of this Unit is to give you the knowledge and understanding of your roles and responsibilities in relation to working with children and young people in a play setting and the legislative structure involved.

You will develop an understanding of play provision and explore the current underpinning principles in relation to the setting. You will identify the range of play and resources which would be required within this setting.

This Unit is suitable for you as a support workers in a play, street play, indoor soft play or other play centre.

This is an optional Unit within the National Progression Award in Playwork and Childcare, but is also suitable for learners wishing to study the Unit on its own.

Assessment

You will be expected to produce a report which describes:

- ◆ the principles which underpin the practice within the setting.
- ◆ the role of the adult.
- ◆ how the setting supports play.

This is an integrated assessment. The evidence produced for this Unit, will provide the information required for the initial section of the Working with children and young people Unit.