

Unit title: Play in Early Learning and Childcare (SCQF level 5)

Unit code: HX1R 75

Superclass: GA

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Unit purpose

This unit allows learners to develop an understanding of the benefits of play for children and young people. The learner will demonstrate how children and young people benefit from a range of play experiences through planning, preparing and reviewing play experiences, either in a real or simulated context. The learner is not required to have a work placement to complete this Unit but would benefit from visiting Early Learning and Childcare settings which offer high quality child-centered play provision.

This unit is a mandatory unit in the Skills for Work Course: Early learning and childcare (SCQF level 5), but is also suitable for learners wishing to study the Unit on its own. The unit is suitable for learners who may be considering employment in the Early Learning and Childcare sector and who wish to progress to further levels of study in Early Learning and Childcare.

Outcomes

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

- 1 Investigate the benefits of play for children and young people
- 2 Facilitate a play environment for children and young people
- 3 Evaluate the play and play environment for children and young people

Credit points and level

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

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Recommended entry to the unit

While entry is at the discretion of the centre, learners would normally be expected to have attained one of the following, or equivalent:

- ◆ the unit Play in Early Learning and Childcare (National 4)
- ◆ a course or unit in Care at National 4

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 3

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

Context for delivery

If this unit is delivered as part of a course, it is recommended that it should be taught and assessed within the subject area of the course to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. 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

Unit title: Play in Early Learning and Childcare (SCQF level 5)

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

Investigate the benefits of play for children and young people.

Performance criteria

- (a) Explain how children and young people benefit from play.
- (b) Explain how play supports the individual development of the child or young person.
- (c) Describe the role of the adult in facilitating play in a variety of environments.

Outcome 2

Facilitate a play environment for children and young people.

Performance criteria

- (a) Describe the consultation carried out with others in relation to the play environment.
- (b) Describe appropriate resources that are required for the play environment.
- (c) Explain own role in facilitating play within the play environment.
- (d) Explain the risk benefits of the play environment for the child or young person.
- (e) State the potential benefits of the play environment in relation to the individual development of the children and young people.

Outcome 3

Reflect on the play within a play environment for children and young people.

Performance criteria

- (a) Observe and reflect on the play within the play environment.
- (b) Describe the benefits of the play for individual children or young people within the play environment.
- (c) Describe possible next steps in relation to further play environments to meet the individual development needs of the children or young people.
- (d) Reflect on own role in facilitating play.

National Unit Specification: Statement of standards (cont)

Unit title: Play in Early Learning and Childcare (SCQF level 5)

Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

Written and/or oral evidence is required for this unit to demonstrate that the learner has achieved all of the outcomes and performance criteria:

Mandatory list of play types must be taught and **four** different types of play must be covered in the assessment across any outcome. Both play indoors and outdoors should be considered.

- ◆ symbolic play
- ◆ books and play that supports language enrichment
- ◆ creative play
- ◆ discovery play
- ◆ vigorous play
- ◆ play with technology
- ◆ games

The age range for this unit is 0–16 years, divided into the following age groups. All must be explored as part of the delivery of the unit and learners must discuss **three** age groups in the assessment across any outcome.

- ◆ 0–3 years
- ◆ 3–5 years
- ◆ 5–8 years
- ◆ 8–12 years
- ◆ 12–16 years

Learners should plan, implement and evaluate a minimum of **two** play experiences for **three** different age groups. The types of play should be different for each planned play experience.

National Unit Specification: Statement of standards (cont)

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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. Employability is a key aspect of Skills for Work and is present throughout the unit. In addition, there are a number of other skills that learners will be expected to improve on and develop as they undertake this unit, these can be drawn from the main skills areas listed below. These must be built into the unit where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

3 Health and Wellbeing

- 3.1 Personal learning
- 3.2 Emotional wellbeing
- 3.3 Physical wellbeing
- 3.4 Physical for, and making, choices and changes
- 3.5 Relationships

4 Employability, enterprise and citizenship

- 4.1 Employability
- 4.2 Information and communication technology (ICT)
- 4.3 Working with others
- 4.5 Leadership
- 4.6 Citizenship

5 Thinking Skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating
- Creating

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 as 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 *National Unit Support Notes*.

National Unit Support Notes

Unit title: Play in Early Learning and Childcare (SCQF level 5)

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 mandatory content for this Unit can be found in the statement of standards.

The content of this unit is designed to develop the learner's knowledge and understanding of the nature and value of play and how it contributes to children and young peoples' overall development. The unit is also designed to develop skills in planning and facilitating play experiences, and in evaluating both the planning process and the implementation of play experiences whilst reflecting on the learners own role.

Learners will discover that play experiences, if designed around children and young people's needs, will harness inquisitiveness and encourage them to explore their surroundings and engender a love of learning although they, and perhaps even the parent, will not recognise that they are learning. The child is simply enjoying new experiences.

Learners will also learn the importance of supporting children and young people through this process and ensuring that artificial barriers to the development process are not introduced. Learners should demonstrate an understanding of this appropriate to the level of this unit.

It is important to recognise that some learners may not have experienced a variety of play and as part of the Unit they should participate in workshops or play in real settings to ensure they have an understanding of what play entails. They will have the opportunity to discuss play types and experiences, and be given guidance in how these experiences contribute to the children and young people's overall development.

Learners will also gain an understanding of the role of the adult in the various play settings for children and young people across the age range. They should explore the changing nature of play depending on the age of the child or young person.

The content of the unit will cover:

- ◆ knowledge and understanding of the benefits of play for children and young people.
- ◆ planning play experiences across the age range and different types of experiences.
- ◆ setting up the planned play experiences in a real or simulated context.
- ◆ evaluating how the plan and the experience met the development needs of the child or young person.
- ◆ following feedback, reflect on their own role in planning and providing the experience, and consider action points that could be used in future experiences.

Employability skills

In this unit learners will be assessed for:

- ◆ working co-operatively with others
- ◆ planning and preparation
- ◆ reviewing and evaluating own skills development
- ◆ time management skills
- ◆ health and safety awareness and the concept of risk benefit approach
- ◆ understanding roles and responsibilities
- ◆ developing an action plan

Through teaching and learning the unit provides an opportunity to raise awareness of the importance of:

- ◆ dressing appropriately for working with children and young people.
- ◆ demonstrating a responsible attitude in all aspects of working with children and young people.

Knowledge and understanding

Learners will, through a variety of methods, develop knowledge and understanding of how different types of play and play experiences benefit children and young people in a variety of settings. They should be given the opportunity to define play, and explore their own ideas and childhood play experiences, prior to exploring children and young people's play. Some learners may have had very limited play experiences as a child and all learners should have the opportunity to experience play first hand through workshops or in a real play setting before asking the question 'What is play and why is it important?' Some characteristics of play will be identified:

- ◆ children and young people play every day.
- ◆ play is essential to children and young people's care, learning and development.
- ◆ play for its own sake.
- ◆ play is an essential need of every child or young person.
- ◆ play is the right of every child.
- ◆ children and young people choose to play, and what they want to play.
- ◆ play can be free-flow or with adult input.
- ◆ play is a process without outcome.
- ◆ play can be solitary or co-operative.
- ◆ the play of children and young people change as they develop.
- ◆ play is fun.

Learners should have the opportunity to identify play experiences suitable for different ages of children and young people, and then identify the benefits of these experiences for the child or young person. This means exploring age appropriate play experiences, eg a three-year-old can play with puppets as can a twelve-year-old but they are involved in the experience at their level of development and may derive different benefits from the experience. The benefits of play for children and young people should be identified in terms of their development and well-being, ie social, physical, cognitive, linguistic and emotional.

Consideration could be given to linking play to the Health and Wellbeing indicators of 'Getting it Right for Every Child'. Learners could also research policies such as the 'National Play Strategy' to identify the benefits of play.

Learners should have the opportunity to identify the benefits of play to support individual development. In particular, a child with an identified or individual need can be supported through quality play experiences. In considering the benefits of play, learners should also consider the benefits to the child of taking risk whilst playing and be introduced to the concept of taking a 'risk benefit' approach to play. For example, a child may like to climb, there are risks involved in this, but similarly, there are benefits to the child. Learners should be encouraged to consider this approach to planning. Learners should consider the role of the adult in providing play for children and young people in a variety of contexts. These might be:

- ◆ formal — school/nursery/out of school club
- ◆ informal — play ground
- ◆ indoors/outdoors
- ◆ at home
- ◆ in hospital

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 following list, there are suggested play experiences in each play type. Not all experiences should be covered and the list of experiences is not prescriptive. Different play experiences will fit into different types of play depending on the developmental need of the child or young person and can be free-flow or have input from adults. Learners should look at the play types across the age range and not concentrate on play for the youngest age group. Learners should have access to a wide variety of resources that would allow them to experience firsthand the types of play.

Play types and play experiences: Symbolic play

- ◆ play with toys
- ◆ junk modelling
- ◆ role play
- ◆ imaginative play
- ◆ dance and drama
- ◆ small world play
- ◆ home corner

Books and play which supports language enrichment

- ◆ reading stories
- ◆ different types of reading materials
- ◆ telling stories
- ◆ sharing stories and making up stories
- ◆ making books with children and young people
- ◆ imaginative play
- ◆ role play
- ◆ puppets
- ◆ story boards

- ◆ drama
- ◆ songs with actions
- ◆ poetry and rhymes
- ◆ traditional stories and songs
- ◆ creating blogs and web-pages

Creative play

- ◆ musical activities
- ◆ music making
- ◆ crafts
- ◆ construction
- ◆ drawing, painting
- ◆ clay, dough, sculpting
- ◆ movement and dance
- ◆ imaginative play and drama
- ◆ junk modelling
- ◆ sewing, weaving and textiles
- ◆ cooking and baking

Discovery play

- ◆ sensory play
- ◆ heuristic play
- ◆ treasure baskets
- ◆ tuff trays
- ◆ exploratory play
- ◆ water play
- ◆ sand play
- ◆ play using natural elements
- ◆ mud kitchens
- ◆ water walls
- ◆ environmental activities
- ◆ '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

- ◆ outdoors and indoors
- ◆ risky outdoor play
- ◆ tree climbing
- ◆ running, jumping, racing, chasing
- ◆ group games
- ◆ parachute games
- ◆ dance
- ◆ bikes, scooters, tricycles, go-karts, roller blades, skateboards
- ◆ play with equipment — climbing frames, swings, slides, tunnels
- ◆ adventure play — building fires, building dens
- ◆ 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 — measuring weather
- ◆ taking things apart and making things — clocks, radios, computers
- ◆ using computers and IT equipment — tablets
- ◆ using the internet
- ◆ audio/visual activities, ie making films, taking photographs,
- ◆ using CAD/ games software
- ◆ drones and robots
- ◆ using apps and social media

Games

- ◆ physical games
- ◆ group games
- ◆ ball games
- ◆ team games
- ◆ board games
- ◆ dance and singing games
- ◆ traditional games
- ◆ sports
- ◆ playground games
- ◆ games with or without rules

Planning play experiences

Learners should be able to describe the role of the adult in planning play experiences for children and young people. In this unit, learners are being asked to plan specific play experiences for children and young people, referred to as ‘activity planning’. They are not being asked to make long or medium-term plans.

Learners will learn that the key to good practice in planning in an Early Learning and Childcare setting is by taking a child-centred approach by:

- ◆ involving the children and young people.
- ◆ meeting individual needs and interests of children and young people.

Learners must have the opportunity to plan play experiences, either in practical workshop sessions, or within an Early Learning and Childcare settings. The play experiences should cover a range of types of play and age groups:

- ◆ babies and toddlers (0–3 years)
- ◆ pre-school age children and young people (3–5 years)
- ◆ early school age children and young people (5–8 years)
- ◆ older primary children and young people (8–12 years)
- ◆ adolescents (12–16 years)

The learners should show an understanding of different Early Learning and Childcare settings when planning for play experiences, for example, play experiences are different in a baby room, from an open access play provision. The play space will be different, as will the resources available.

Set up planned play experiences

Learners should be given the opportunity to set up their planned play experiences. This can either be in an Early Learning and Childcare setting, or more likely, in a realistic simulation, ie of a playroom. The learner must prepare for the play experiences, taking into account their planning, health and safety, play space, and the best play experience for children and young people within the age ranges.

Learners should also have the opportunity to discuss the role of the adult in supporting play experiences. Adults should listen to children and young people; observe children and young people; make suggestions; organise materials and equipment; facilitate play experience; and identify the benefits of play experience.

Learners should identify the benefits of adults 'joining in play' and also the benefits of the adults as observers of play. They should become aware of the skills adults need when taking part in play with children and young people, ie:

- ◆ encouraging children and young people
- ◆ listening to children and young people
- ◆ deciding to join in or not
- ◆ responding to unexpected opportunities for play
- ◆ positive interaction with children and young people
- ◆ recognising when to change play or activities or resources
- ◆ allowing children and young people to take ownership of play experiences
- ◆ allowing children and young people to extend and develop play experiences
- ◆ being flexible
- ◆ praising children and young people

They should consider a variety of scenarios and discuss the benefits to the child of adults 'playing' or not. They should have the opportunity to discuss the type of 'joining in' that is most beneficial, and they should consider their role when 'joining in' play, such as:

- ◆ play when invited to play by a child or young person
- ◆ recognise and join in when the play needs some support
- ◆ join in when direction is needed for the play
- ◆ play when children and young people may harm themselves or others
- ◆ don't take over play; don't tell everyone what to do
- ◆ don't make a list of rules for a child-invented game

Learners should have the opportunity to identify children and young people's play cues and levels of participation in play experiences. This may be done using video, Information and Communication Technology or observation within an Early Learning and Childcare setting. They should have the opportunity to discuss these 'real' play experiences in light of their knowledge of the above skills. Learners should participate in observation of children and young people at play, in terms of their level of interest, enjoyment, concentration and participation. This should assist with their planning of play experiences that meet individual needs and interests; provide stimulation, challenge and fun; and offer choice, flexibility and variety.

Evaluating planned play experiences

The evaluation should be based on the planning, and the reason for providing the play experience:

- ◆ Did the planning work?
- ◆ Did the play experiences do what they set out to do?
- ◆ What were the benefits to the children and young people?

Learners should consider what information is required in order to evaluate play experiences. They should observe the children and young people whilst playing, listen to the children and young people during and after the play experience and get feedback from the staff team or adults involved. They should also consider the 'next steps' that should be planned to meet the needs of the child or young person.

In group discussion, simple questions can be asked that will inform the evaluation process, ie:

Planning

- ◆ Was the preparation adequate?
- ◆ Were all the materials and resources available?
- ◆ Were these the best resources for this play experience?
- ◆ Was there enough time for the play experience?
- ◆ How easy was the play experience to support, supervise or direct?
- ◆ Was the play experience appropriate for the space available, time allocated, etc.?

Implementation

- ◆ Did the child/children and young people show signs of enjoying themselves?
- ◆ Were the children and young people focussed on the play experience or were they easily distracted?
- ◆ Did the play experience stimulate discussion and conversation?
- ◆ Did the children and young people participate fully? If not, why not?
- ◆ Was the play experience appropriate for the age of the children and young people involved?

Benefits to the child

- ◆ What feedback did you get from the children and young people involved?
- ◆ What were the developmental benefits?
- ◆ What would I plan next to meet the needs of the child or young person

Learners should have the opportunity to reflect on their own role in the play process and they should do this following feedback from others such as peer group, children and young people, placement staff, teacher /lecturer. They should consider the contribution they made to the experience and draw up an action plan to improve their performance when planning future play experiences. Learners may find this challenging and should be encouraged to keep a reflective journal throughout the duration of the unit.

Generic Statement for Skills for Work: Early Learning and Childcare

National 5

The following statements apply to this unit and to all units included within the Skills for Work: Early Learning and Childcare Courses at National 5.

National 5

Children and Young People refer to:

- ◆ Baby (birth to 18 months)
- ◆ Toddler (18 months to 36 months)
- ◆ Young Child (3–5 years)
- ◆ Child (primary school age)
- ◆ Teenager (secondary school age)

The learner should have the opportunity to consider pregnancy as it impacts on the development and wellbeing of the child and young person.

Each child and young person will progress in their own way and at their own rate as there are no set rules for when a child stops being a baby and starts being a toddler or a slightly older child or teenager.

Development

Studying aspects of development highlights the fact that development starts during pregnancy and learning and play from birth. Learning and development should be considered as a continuous action; one which a new born baby does instinctively from birth and continues for each individual at their own rate and pace.

Some of the principles to be considered are:

- ◆ All children develop at different rates, but developmental milestones usually follow the same sequence.
- ◆ The development of the child is integrated and although aspects of development are studied separately it is important to recognise that children develop in an integrated holistic way.

- ◆ The development of the child is often measured against a 'norm', which is useful in providing a broad framework for the study of child development. It should be pointed out to learners that this may also have a negative side in that children who fall out with the norm might be labelled as different.
- ◆ Development is determined partly by heredity and partly by the environment.

Development is holistic. Children and young people grow and acquire skills in all aspects of development as they mature. For example, as they acquire physical skills they will also be developing language and cognitive, social and emotional skills.

Aspects of development

- ◆ Physical development relates to the development of the body. Milestones relate to the development of gross motor and fine motor skills and changes in the body at puberty.
- ◆ Social and Emotional development is learning about feelings and relating with other people in socially appropriate ways. Milestones relate to expressions of emotion, awareness of other people and appropriate reactions to them.
- ◆ Cognitive development is the development of the mind or the thinking part of the brain. Milestones include the development of concepts and memory.
- ◆ Language development is about learning to speak and communicate. Milestones include early babbling, using single words, holding conversations, and debating from a reasoned point of view.

Children's rights

Learners should always have the opportunity to consider the rights of children and young people in relation to the unit. They should consider the importance of knowing and respecting all children and young people as individuals, and that the prime role of all Early Learning and Childcare services is to promote the development and wellbeing of children and young people.

Additional support needs

Within the delivery of the unit being studied, learners should always have the opportunity to consider the impact of the topic on children and young people with an additional support need. Children and young people may have additional needs for a variety of reasons: disability and health needs; family circumstances and social and emotional factors. These may be relatively minor or life altering; short term, long term or ongoing, and therefore should be considered within each unit delivery.

Personal reflection

During each unit, learners should be encouraged to consider their own personal development and how well they are improving and enhancing their employability skills for working in Early Learning and Childcare.

Guidance on approaches to delivery of this Unit

It would be appropriate to integrate outcomes in this unit, bringing theory and practice together. The delivery of this unit should be experiential and lecturer presentation should be minimal. Learners must be given opportunities for practical workshop sessions, covering all of the types of play mentioned in the statement of standards. Centres should organise resources to enable learners to simulate the play environment across the age range. Where possible learners should have the opportunity to visit settings where play takes place across the age range; this might include a visit to a local park or school playground.

Learners should have access to relevant documentation and guidelines, as well as up-to-date topical periodicals, magazines and catalogues. Visits to, or visiting speakers from Early Learning and Childcare settings and libraries would be beneficial for learners. When inviting speakers and arranging visits, learners (under supervision) should be encouraged to take responsibility for writing letters, making phone calls to arrange hospitality and thanking guests.

A variety of teaching/learning methods could be used throughout the unit:

- ◆ practical workshops
- ◆ small group discussion
- ◆ case studies
- ◆ individual and group research — paper-based and web-based reference material could be used
- ◆ outside speakers from Early Learning and Childcare settings
- ◆ video/audio material
- ◆ practical workshop sessions
- ◆ teacher/lecturer-led activities
- ◆ the use of audio/visual hardware for recording observations and workshops
- ◆ the creation of a Youtube/group facebook page for demonstrating play activities

By using a combination of these methods, learners will develop knowledge and understanding and practical skills in planning, setting up and evaluating play experiences.

In this unit there are opportunities to build an understanding of the challenges of working in an Early Learning and Childcare setting; of the need for careful planning of play experiences, the wide variety of different play activities and their importance to the child's development. Through observation, experience and reflection, the learners will become more aware of the demands of working in the sector and of the skills, qualities, attitudes and knowledge-base required of prospective employees. There are good opportunities in this unit for self-evaluation and for seeking feedback from others. These are skills that employers value. Learners will also learn to take account of health and safety considerations in workplace settings. This will enhance their awareness of the responsibilities of employees and employers in the workplace.

Guidance on approaches to assessment of this unit

Evidence can be generated for some or all of the outcomes using the following types of assessment, such as:

- ◆ Practical activity — real or simulated
- ◆ Peer assessment or group tasks
- ◆ Case study
- ◆ Leaflets, booklets and posters
- ◆ Mind maps and floor books
- ◆ Presentations
- ◆ Reflective journal
- ◆ Role play, drama, creative activity
- ◆ Practical simulation observation
- ◆ Short answer questions/multiple choice tests — digitally if available
- ◆ Digital evidence such as an e-portfolio, website, blog, wiki, video, digital platform
- ◆ SOLAR Assessment

Evidence can be generated using many different types of assessment. These are suggestions only. There may be other methods that would be more suitable to learners and their needs. Evidence can be generated holistically across the outcomes or individually. There may also be opportunities for integration of assessment across units within the group award.

The assessment requirements for this unit are laid out clearly in the evidence requirements section of the statement of standards of this specification. The standard to be applied is exemplified in the assessment support pack for this unit. If a centre wishes to design its own assessments for this unit, they should be of a comparable standard. Assessment should be carried out under supervision.

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 important to include evidence where learners have reflected on their learning and implementation and ways that they may have gained feedback from others.

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 Skills

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 3.

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the teaching and learning process. In this unit, learners will work co-operatively with others in carrying out practical investigations into play; in planning, setting up and evaluating play experiences. Opportunities for developing aspects of written and/or oral communication will arise during class discussions, group interactions and evaluations of play plans.

This unit is a mandatory unit in the SCQF level 5 Childhood Practice Course. It is recommended that it should be delivered within the context of this Course. There are good opportunities to integrate aspects of this unit with the unit *Working in Early Learning and Childcare* (SCQF level 5). Learners will be able to monitor and review their employability skills and attitudes in relation to the practical play activities in this unit.

General information for learners

Unit title: Play in Early Learning and Childcare (SCQF level 5)

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 about the importance of play to the development of children and young people aged 0–16 years. In this unit you will learn what play is and the benefits of play to the child or young person. You will also examine the role adults play in providing play in a variety of settings.

Play is fun and this is a practical, hands-on unit. You will get to experience different types of play through workshops, outings or hear about play from outside speakers. Be prepared to get a bit messy! You will also have to plan, implement and evaluate at least two play experiences. These can be carried out in a placement or within your centre.

You will be assessed through the work you do planning and implementing the play experiences. Your teacher/lecturer will let you know how to present your information.

Working in Early Learning and Childcare is a challenging and exciting job and in this unit you will be developing some of the key skills such as planning, time management and working as part of a team that employers are looking for.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when you achieve the Unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking at SCQF level 3.

Administrative information

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Superclass: PT

History of changes to National Unit Specification

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 3 embedded.	February 2018

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