



## National Unit Specification: general information

**UNIT** Working in a Holiday Playscheme (Intermediate 2)

**CODE** F2CT 11

### SUMMARY

The purpose of this Unit is to give candidates the knowledge and understanding of their roles and responsibilities in relation to working with children and young people in a holiday playscheme setting and the legislative structure involved. The candidate will develop an understanding of playscheme provision and explore the current underpinning principles in relation to the setting. The candidate will identify the range of play and resources which would be required within this setting. This Unit is suitable for candidates who are support workers in a holiday playscheme, or someone who would like to use this Unit as Continuing Professional Development.

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

### OUTCOMES

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

### RECOMMENDED ENTRY

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

- ◆ a Communications Unit at Intermediate 1
- ◆ a Unit(s) from Intermediate 1 — Early Education and Childcare

Candidates would benefit from some knowledge and understanding of the development of children and young people from 0 to 16 years and appropriate play and activities for children and young people.

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### Administrative Information

**Superclass:** PQ

**Publication date:** October 2007

**Source:** Scottish Qualifications Authority

**Version:** 01

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## **National Unit Specification: general information (cont)**

### **CREDIT VALUE**

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates*

### **CORE SKILLS**

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

## **National Unit Specification: statement of standards**

### **UNIT Working in a Holiday Playscheme (Intermediate 2)**

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 the Scottish Qualifications Authority.

#### **OUTCOME 1**

Explain the principles which underpin working with children and young people.

##### **Performance Criteria**

- (a) Identify the principles in relation to working with children and young people in the holiday playscheme.
- (b) Explain how these principles can affect the child's and young person's experience in the holiday playscheme setting.

#### **OUTCOME 2**

Describe the roles and responsibilities of adults working in the holiday playscheme.

##### **Performance Criteria**

- (a) Identify the legislative responsibilities of adults working in the holiday playscheme.
- (b) Describe ways in which adults should engage with children and young people in the holiday playscheme.
- (c) Explain the role of the adult working as part of a team in the holiday playscheme.

#### **OUTCOME 3**

Explain the role of play in the holiday playscheme setting.

##### **Performance Criteria**

- (a) Explain the benefits of play for children and young people in relation to current playwork theories.
- (b) Explain how adults can support these benefits of play within the holiday playscheme setting.
- (c) Describe how and when adults should get involved in children and young people's play.
- (d) Explain how a range of resources can meet the child's and young person's play needs and preferences in the holiday playscheme.

## **National Unit Specification: statement of standards (cont)**

### **UNIT        Working in a Holiday Playscheme (Intermediate 2)**

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

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

The evidence for all Outcomes must be written and/or oral evidence which identifies:

- ◆ at least three principles relevant to a holiday playscheme and how they can affect the child's and young person's experience
- ◆ at least two current legal responsibilities of adults working in a holiday playscheme within a Scottish context
- ◆ at least three ways in which the adult should engage with the child and young person in the holiday playscheme
- ◆ an explanation of the role of the adult working as part of a team in the holiday playscheme
- ◆ at least two benefits of play in relation to current playwork theories
- ◆ at least two ways by which adults can support these benefits of play in the holiday playscheme
- ◆ a description of how and when adults should get involved in children's and young people's play
- ◆ a explanation of how a range of resources can meet the child's and young person's play needs and preferences in the holiday playscheme

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

## National Unit Specification: support notes

### UNIT Working in a Holiday Playscheme (Intermediate 2)

This part of the Unit Specification is offered as guidance. The support notes 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 candidates the knowledge and understanding of their roles and responsibilities in relation to working with children and young people in a holiday playscheme setting and the legislative structure in relation to this Unit. The candidate will develop an understanding of playscheme provision and explore the current underpinning principles in relation to the setting. The candidate will identify the range of play and resources which would be required within this setting.

This Unit aligns to the National Occupational Standards (NOS) for Playwork at level 2 developed by the Sector Skills Council (SSC) SkillsActive and also to the NOS for Children's Care, Learning and Development at level 2 developed by the SSC Skills for Care and Development.

Candidates will work under the Scottish Social Services Council (SSSC) codes of practice.

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

#### Outcome 1

The current Playwork Principles are found on the SkillsActive website.

Candidates should describe the principles which are appropriate to a holiday playscheme 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

Candidates 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

## National Unit Specification: support notes (cont)

### UNIT Working in a Holiday Playscheme (Intermediate 2)

- ◆ 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 holiday playscheme, candidates should understand their role in providing a safe, stimulating and positive play environment. Candidates should also be aware of the Code of Practice for Social Services Workers, if relevant within the holiday playscheme setting.

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

Candidates 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

Candidates are asked to 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 holiday playscheme. 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 holiday playscheme setting
- ◆ dealing with accidents and incidents within a holiday playscheme setting
- ◆ responding to an allegation of child abuse with a holiday playscheme setting

#### Outcome 3

When describing the benefits of play within a holiday playscheme setting, candidates 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

## National Unit Specification: support notes (cont)

### UNIT Working in a Holiday Playscheme (Intermediate 2)

- ◆ play drive
- ◆ child development

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

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

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR 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. Candidates 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. Candidates could also benefit from visual resources, such as videos and DVDs from holiday playscheme settings, which is aimed at developing skills in reflective practice.

### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates 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.

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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.

It is suggested that there should be a single assessment which could consist of a report produced under open-book conditions. This will help candidates 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 candidates in **Outcome 2** and **Outcome 3** in respect of the legal responsibilities of adults in the holiday playscheme and the needs and preferences of children and young people within a holiday playscheme setting.

## **National Unit Specification: support notes (cont)**

**UNIT** Working in a Holiday Playscheme (Intermediate 2)

### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).