



## National Unit specification

### General information

**Unit title:** Play for Children and Young People (SCQF level 6)

**Unit code:** HF5A 46

**Superclass:** PQ

**Publication date:** August 2016

**Source:** Scottish Qualifications Authority

**Version:** 02

### Unit purpose

The Unit has been developed for learners who wish to pursue a career in Early Learning and Childcare and is mandatory for the National Progression Award Social Services: Children and Young People. The Unit is suitable for learners wishing to study the Unit on its own.

This Unit is designed to allow learners to consider and explain the importance and benefits of play and some of the significant theories of play for children and young people. They will also have the opportunity to develop their understanding of the role of the adult in supporting play.

The Unit is suitable for learners who may be considering employment in the early learning, childcare and playwork sectors working under supervision or to progress onto higher level *Social Services (Children and Young People), Playwork and Childhood Practice* qualifications.

### Outcomes

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

- 1 Explore the concept of play for children and young people.
- 2 Develop play opportunities for children and young people.
- 3 Explain your role in the play of children and young people.

### Credit points and level

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

## General information (cont)

**Unit title:** Play for Children and Young People (SCQF level 6)

### 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 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

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	Problem Solving at SCQF level 6
Core Skill component	None

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

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.

### 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](http://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 concept of play for children and young people.

#### **Performance Criteria**

- (a) Investigate definitions of play.
- (b) Explain different types of play and their benefits to children and young people.
- (c) Explain how play supports — ‘resilience’, ‘inclusion’ and ‘risk taking’.

### **Outcome 2**

Develop play opportunities for children and young people.

#### **Performance Criteria**

- (a) Develop play opportunities to promote development and learning for children and young people.
- (b) Involve the children and young people in the development of the play.
- (c) Develop a variety of play opportunities with children and young people.

### **Outcome 3**

Explain your role in the play of children and young people.

#### **Performance Criteria**

- (a) Reflect on your impact on the play opportunities of children and young people.
- (b) Explain your role in ensuring that the child is at the centre of the play experience.
- (c) Explain your role in ensuring the play environment is appropriate for all children and young people.

## **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. Written and/or oral evidence is required to demonstrate that the learner has achieved all Outcomes and Performance Criteria.

Outcomes 1, 2 and 3 will be evidenced by the learner in the development of a presentation or a folio.

The learners work will include an introductory section or slide explaining definitions and types of play from Outcome 1.

Outcome 2 and Outcome 3 will be evidenced in a description of a minimum of three different play opportunities, which the learner developed with children and young people.

The details of the play opportunities will be evidenced to include the following.

Developing the play for children and young people.

- ◆ Description of the play opportunity and how it relates to the learning and development of the children and young people.
- ◆ The resources used in the play opportunity.
- ◆ How the children and young people were involved in the development of the play.
- ◆ Why the play was appropriate to the children and young people.

Explain the learners role in the play of children and young people.

- ◆ Reflect on — your impact on each of play opportunities
- ◆ Explain your role in ensuring that the children were at the centre of the play experience.
- ◆ Explain your role in ensuring the play environment was appropriate for all the children and young people.

Evidence can be generated using a range of techniques including: e-folio presentation notes, posters, power points, audio recording, photographs of displays (but not of children and/or young people using the service), use of blogs.



## National Unit Support Notes

**Unit title:** Play for Children and Young People (SCQF level 6)

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

This Unit is designed to allow learners to explore the concepts of play and to develop play opportunities with children and young people and then to reflect and consider how they supported the learning and development of the children and young people.

Learners will work under the Scottish Social Services Council (SSSC) Codes of Practice.

This Unit aligns to the National Occupational Standards (NOS) for Social Services Children and Young People at level 2 developed by the Skills for Care and Development and also the NOS for Playwork at level 2 developed by, SkillsActive.

### Guidance on approaches to delivery of this Unit

It is recommended that this Unit is delivered through lecturers, group work, practical classroom activities for a variety of different play types. It would also be useful to allow for opportunities for reflection on the benefits of play and the learners impact on the play for children and young people.

This Unit is a mandatory Unit in the National Progression Award Social Services Children and Young People. It is recommended that it should be delivered within the context of this award, but it is also suitable for learners wishing to study this Unit on its own.

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

It is suggested that the Unit be taught Outcome by Outcome, although there is scope for parts of the Outcomes to relate to others, so a holistic approach may be preferred.

## National Unit Support Notes (cont)

**Unit title:** Play for Children and Young People (SCQF level 6)

### Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of instruments of assessment. There may be other methods that would be more suitable to learners.

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. Centres are reminded that prior verification of centre devised assessments would help to ensure that the national standard is being met.

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## 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](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

The skills that learners will be expected to develop through this Unit are consistent with the four capacities outlined in the Curriculum for Excellence, which are to enable each learner to be: a successful learner, a confident individual, a responsible citizen and an effective contributor. Specific skill associated with this Unit are listed below and should be built into the learning opportunities where possible.

- 1 Verbal and written communication
- 2 *Information and Communication Technology*
- 3 Citizenship
- 4 Employability
- 5 Analysis and evaluation
- 6 Application of learning to practical situations

# National Unit Support Notes

**Unit title:** Play for Children and Young People (SCQF level 6)

## Support Notes

### Outcome 1

Explore the concept of play for children and young people.

Learners should have the opportunity to discuss the meaning of the term 'play' and to work on a definition that supports their own thinking, different approaches to play and encompasses current thinking, legislation and policy.

Frameworks and guidance for play should be current and up to date. At the time of writing this Unit, the following were available:

National Play Strategy, Pre-birth to three, Curriculum for Excellence, Playwork Principles, Nurture programmes, Building the Ambition, Early Years Framework, Getting It Right for Every Child, Child at the Centre, Opportunities for all, Positive Outcomes for Scotland's Children and Families, National Care Standards and other relevant local, national and international frameworks can be explored.

This will allow learners to develop an understanding of the importance of providing appropriate quality play for children and young people.

Learners should be able to explore different types of play which supports children and young people taking account of age, play environment and play preferences. Current thinking on play recognises that there are different approaches to play, but that the child is always at the centre of the play process and experiences.

Learners should develop an understanding of the role of play in supporting resilience', 'inclusion' and 'risk taking for children and young people, as outlined in some of the guidance identified already. It would benefit the learner to understand what these terms mean and to discuss why developing resilience and taking risks in play supports the development of children and young people. Inclusion in play, often means that for all children to be involved in a play opportunity, the play may need to be adapted or challenged.

### Outcome 2 and 3

Develop play opportunities for children and young people.

Explain your role in the play of children and young people.

The learner should be able to gain practical experience and knowledge of a variety of play types and through this be able to link to their role in the play opportunity and understand how they can have an impact on the play. The learner must have the opportunity to reflect on their own play, and compare that to impact that they have had or may have on the play of children and young people.

The learner should be able to develop play opportunities and understand what resources are required. The play opportunities must be appropriate to the age and play needs of the children and young people, and the learner should understand the benefits of the children and young people being involved in the development of the play.



## **National Unit Support Notes**

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The learner should through the development of practical play gain an understanding as to how they benefit the learning and development of children and young people.

Learners must reflect on the why it is essential to place the child or young person is at the centre of the play, by listening to children and young people and facilitating choice.

This Unit has the Core Skill of Problem Solving embedded in it, so when learners achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF level 6.

## History of changes to Unit

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 6 embedded.	19/08/2016

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## General information for learners

### Unit title: Play for Children and Young People (SCQF level 6)

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.

In Outcome 1 you should have the opportunity to discuss the meaning of the term 'play' and to work on a definition that supports your own thinking, different approaches to play and encompasses current thinking, legislation and policy.

You will learn about current frameworks and guidance for play which will give you an understanding of how important play is to children and young people. This will also lead you to develop an understanding of the importance of providing appropriate quality play for children and young people.

You as the learner should be able to practically explore different types of play which supports children and young people taking account of age, play environment and play preferences. Current thinking on play recognises that there are different approaches to play, but that the child is always at the centre of the play process and experiences.

You should develop an understanding of the role of play in supporting resilience', 'inclusion' and 'risk taking for children and young people, as outlined in some of the guidance identified already. It would help you to understand what these terms mean and to discuss why developing resilience and taking risks in play supports the development of children and young people. Inclusion in play, often means that for all children to be involved in a play opportunity, the play may need to be adapted or challenged.

In Outcome 2 and Outcome 3, you should be able to gain practical experience and knowledge of a variety of play types and through this be able to link to your role in the play opportunity and understand how you can have an impact on the play. It is important that you will have the opportunity to reflect on your own play, and compare that to impact that you have had or may have on the play of children and young people you are working with.

You should also be able to develop play opportunities and understand what resources are required. The play opportunities must be appropriate to the age and play needs of the children and young people, and you should understand the benefits of the children and young people being involved in the development of the play.

This Unit has the Core Skill of Problem Solving embedded in it, so when you achieve this Unit your Core Skills profile will be updated to show that you have achieved Problem Solving at SCQF level 6.