

Higher National Unit Specification

General information for centres

Unit title: Facilitating Playwork Opportunities

Unit code: DF53 34

Unit purpose: This Unit is designed to enable candidates to investigate a range of theories and current thinking around the area of play from a Playwork perspective. The Unit is specifically intended for candidates working in a Playwork environment, or in placement in a Playwork environment.

On completion of the Unit the candidate should be able to:

- ◆ Define the term play in relation to current views and thinking in Playwork
- ◆ Describe the role of the adult in play using interventionist and non-interventionist views
- ◆ Explain the principles of the play environment in terms of Playwork values and current thinking

Credit value: 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**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.*

Recommended prior knowledge and skills: It is recommended that the candidate should be able to demonstrate a thorough understanding of the development and behaviour of children. This may be evidenced by significant experience working with children. Evidence could also be through achievement of current NQ Units or equivalent, which assess knowledge and understanding of children in the age range 4 to 12 years, or SVQ level 2 Playwork.

Core skills: There is no automatic certification of Core Skills or a Core Skill component in this Unit. However there may be opportunities to develop the Core Skills of Communication, Working with Others and Problem Solving to levels required by occupations in early education and childcare or progression pathways supported by the HNC Early Education and Childcare.

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 areas of the group to which it contributes. This Unit is included within the framework for HNC Early Education and Childcare. The age range for this Unit covers 5-8 years and 8-12 years.

General information for centres (cont)

Assessment: It is possible to integrate assessment of this Unit with the portfolio assessment for Working in an Early Education and Childcare Setting. This approach to assessment is recommended.

This Unit will be assessed using two assessments. The first will take the form of an open book analytical report covering outcome 1. The second assessment will be a reflective report linking theory to practice and covering outcomes 2 and 3.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Define the term play in relation to current views and thinking in Playwork.

Knowledge and/or skills

Candidates should demonstrate ability to:

- ◆ Research and analyse current thinking in play and Playwork
- ◆ Identify key aspects of child centred play
- ◆ Explain possible learning and personal development skills that will apply to children in a play environment
- ◆ Recognise the importance of risk and challenge in play
- ◆ Link theory to practice

Evidence requirements

The candidate will need evidence to demonstrate their Skills and Knowledge of this outcome by:

- ◆ Using a variety of primary and secondary sources of evidence
- ◆ Selecting 3 current theories of play and Playwork
- ◆ Describing theories in relation to children's learning and development through play
- ◆ Critically evaluating theories from the candidate perspective and other current thinking
- ◆ The candidate should also provide examples of theory in practice or evidence of how theory has influenced their understanding and practice and demonstrate understanding of the importance of play.

Assessment guidelines

Candidates will produce an analytical report which should include three current theories of play and Playwork and critically evaluate these in relation to children's learning and development through play. This will be an open book report, clearly referenced.

Higher National Unit specification: statement of standards (cont)

Unit title: Facilitating Playwork Opportunities

Outcome 2

Describe the role of the adult in play using interventionist and non-interventionist views.

Knowledge and/or skills

Candidates should demonstrate ability to:

- ◆ Explain current thinking on interventionist and non-interventionist roles in play
- ◆ Demonstrate the role of the adult as a facilitator
- ◆ Recognise and respond to the role of ensuring children's physical and emotional safety
- ◆ Understand the need for reflection by the adult on the value of the play experience of the child
- ◆ Recognise the value of the children's feedback of the play experience
- ◆ Identify the role of the adult in ensuring play for all children

Outcome 3

Explain the principles of the play environment in terms of Playwork values and current thinking.

Knowledge and/or skills

Candidates should demonstrate ability to:

- Demonstrate key principles in a challenging and child centred environment
- Ensure the play environment is safe and relates to current legislation
- Demonstrate how the environment meets all the play needs of all the children involved in it
- Demonstrate an understanding of quality play space and resources
- Use children's play codes and cues to set up and adapt the play environment

Higher National Unit specification: statement of standards (cont)

Unit title: Facilitating Playwork Opportunities

Evidence requirements for Outcomes 2 and 3

To achieve these two Outcomes each candidate will need evidence to demonstrate his/her knowledge and/or skills for both Outcomes. The Outcomes will be holistically assessed in the form of a reflective account on a range of activities in the workplace. Each candidate must provide evidence that she/he can:

- ◆ Demonstrate the adult's role as a facilitator in the play environment using
 - Interventionist approach
 - Non-interventionist approach
- ◆ Reflect on their practice using both above approaches and evaluating the value of the play experience on the child for each
- ◆ Identify and evaluate opportunities for good practice when the candidate has responded to play codes or requests from children and adapted the environment accordingly using available play spaces and resources.
- ◆ Ensure that all health and safety requirements are adhered to

Assessment guidelines for Outcomes 2 and 3

Outcomes 2 and 3 can be assessed by reflective reports on a range of activities in the workplace.

This assessment will be 6 reflective reports showing 3 play opportunities using interventionist method and three different play opportunities using non-interventionist method. Each report will evaluate the play opportunity in relation to the children's learning experience and enjoyment of the activity. Clear links to identified play cues, and health and safety issues should be included. The reflective accounts will be based on work carried out by the candidate in a Playwork setting.

These reflective reports should take the form of a reflective diary, which is completed by the candidate in practice.

Administrative Information

Unit code:	DF53 34
Unit title:	Facilitating Playwork Opportunities
Superclass category:	PQ
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Higher National Unit specification: support notes

Unit title: Facilitating Playwork Opportunities

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

Outcome 1

- ◆ Current thinking in play and Playwork – Hughes, Sylva, Sturrock, Rennie, Bruce, Else.
- ◆ Pure play, play codes, psycholudics and evolutionary play views
- ◆ Play as a process not a product
- ◆ Child centred play as defined by the child leading the play experience
- ◆ Spontaneous, adventurous, challenging play
- ◆ Freely chosen play experiences
- ◆ United Nations Article 31 – children’s right to play
- ◆ Risk and challenge
- ◆ Play as a learning opportunity for personal skills and development
- ◆ Current values in Playwork.

Outcome 2

- ◆ The role of the adult as facilitator in children’s play – not hindering play experiences by unnecessary intervention, waiting to be invited into children’s play – non-interventionist approach.
- ◆ Risk assessment in relation to hazard – importance of adult realising that risk taking is an integral part of play
- ◆ Valuing the right for all children to play – anti-discriminatory factors and access to play opportunities
- ◆ The adult recognising the importance of children’s participation in the planning and evaluation of the play experiences – opportunities for listening to children, encouraging children to lead play.

Outcome 3

- ◆ Resources offer choice, challenge and freely chosen opportunities for children
- ◆ Concepts of ‘loose parts’ and play space – see Brown, F (2003)
- ◆ Current values of Playwork – Skills Active (formerly Sprito)
- ◆ Consider the different types of play environment and play experience in relation to play directed by adults as compared to play directed by children
- ◆ Play environment should be accessible to all children and meet the individual needs of each child – anti discriminatory practice, participation of all children, listening to children’s views on what they want.

Higher National Unit specification: support notes

Unit title: Facilitating Playwork Opportunities

Useful Resources/Addresses/Reference

Bonel, P and Lindon J (1996) *Good Practice in Playwork* (Cheltenham: Stanely Thomas)

Hughes, B (2001) *Evolutionary Playwork and Reflective Analytical Practice* (London: Routledge)

Bruce, T (1994) *Play the Universe and Everything*, in Moyles J.R *The Excellence of Play* (Buckingham: Open University Press)

Brown, F (2003) *Playwork – Theory and Practice* (Buckingham: Open University Press)

Davy, A (2001) *Playwork – Play and Care for Children 5-15* (London: Thompson Learning)

Perry Else, Gordon Sturrock at www.ludemos.co.uk

www.playeducation.co.uk

www.npfa.org

www.ncb.org.uk

www.kidsactive.co.uk

www.skillsactive.co.uk

Guidance on the delivery and assessment of this Unit

As specified in Support Notes. Additionally this Unit is likely to form part of an award designed to provide candidates with technical and professional knowledge and skills related to working with children aged 5 – 8 years and 8 – 12 years from a Playwork perspective.

It is suggested this Unit be delivered concurrent with the Unit Working in an Early Education and Childcare Setting and whenever possible this Unit should have the practical application of knowledge and skills as its focus.

The Unit is specifically intended for candidates working in a Playwork environment.

Open learning

This Unit may be suitable for open learning but candidates would need to be aware of the need to have placement experience in undertaking the Unit

For information on normal open learning arrangements, please refer to the SQA guide *Assessment and Quality Assurance of Open and Distance Learning (SQA, 2000)*.

Special needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements (SQA, 2001)*.

General information for candidates

Unit title: Facilitating Playwork Opportunities

This Unit is designed to enable you to research analyse and critically evaluate a range of theories and current thinking around the area of play from a Playwork perspective. The Unit is specifically intended for candidates working in a Playwork environment. This theoretical knowledge will be linked to practice.

This Unit is intended for candidates who are on work placement or employed in the childcare sector and/or who are undertaking the HNC Early Education and Childcare.

Overall, you will be expected to use the knowledge and skills from the Unit to enable you to research current thinking in development and learning through play from a Playwork perspective, analyse key points from research and link theory to practice.

In order to complete this Unit successfully, you will be required to achieve a satisfactory level of performance in an analytical report which should include three current theories of play and Playwork and critically evaluate these in relation to children's learning and development through play.

You will also be required to achieve a satisfactory level of performance in 6 reflective reports on a range of activities in the workplace. The reports will show 3 play opportunities using interventionist method and 3 different play opportunities using non-interventionist method. Each report will evaluate the play opportunity in relation to the children's learning experience and enjoyment of the activity.