

Higher National Unit Specification

General information for centres

Unit title: Working With Children 5-8 Years

Unit code: DF5C 34

Unit purpose: This Unit is designed to enable candidates to gain an understanding of the implications of working with children aged 5-8 years, and to gain the knowledge and skills required to promote the development and learning of this age group, including those for whom additional support is required. The Unit is intended to introduce the candidates to the promotion of development of children aged 5-8 through the provision of quality play opportunities in a safe and enriched environment, with adults as facilitators.

This Unit is intended for candidates who are on work placement or are employed in the Playwork/childcare sector. Candidates who are undertaking the HNC in Early Education and Childcare, will have the opportunity to relate theory to practice.

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

- ◆ Investigate theories of development for children aged 5-8
- ◆ Understand the value of play to the development of children aged 5-8
- ◆ Explore and evaluate the adult role in engaging with children aged 5-8, and promoting positive interaction with their peer group
- ◆ Plan, implement and evaluate play opportunities and experiences, which promote all aspects of development and learning for children aged 5-8

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 candidates should have, or be able to demonstrate, a thorough understanding of the development and behaviour of the child aged 5-8. This may be evidenced by significant experience working with children aged 5-8. Evidence could also be through achievement of current NQ Units or equivalent, which assess knowledge and understanding of children in this age group, or SVQ level 2 Playwork or Early Years Care and Education.

General information for centres (cont)

Core skills: There is no automatic certification of Core Skills or a Core Skills component in this Unit. However there may be opportunities to develop the Core Skills of Communication, Working with Others, Information Technology 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 area of the group award to which it contributes. This Unit is included within the framework for the HNC in Early Education and Childcare. The age range for this Unit covers 5-8 years. It forms one of the optional Units. It could also be undertaken as continuing professional development for practitioners wishing to update or develop their skills.

Assessment: It is possible to integrate assessment of this Unit with the portfolio assessment for Working in an Early Education and Childcare Setting and with the assessments for the Unit Facilitating Playwork Opportunities and Working with Children 3-5 Years **or** Working with Children 8-12 years. This approach to assessment is recommended.

This Unit will be assessed holistically by one instrument of assessment covering all Outcomes. Typically this will consist of the candidates being set a task in the form of a reflective report on a programme of play opportunities/activities in a Playwork or childcare setting. The task set should be relevant to the promotion of children's development and learning and to the provision of a child centred play environment and be assessed within the subject area of the group award to which it contributes.

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

Investigate theories of development for children aged 5-8.

Knowledge and/or skills

- ◆ Show understanding of developmental stages of children aged 5-8
- ◆ Analyse and evaluate recognised and evolving theories of development
- ◆ Analyse and evaluate recognised and evolving theories of learning
- ◆ Recognise the importance of transition
- ◆ Analyse the growing need for independence
- ◆ Evaluate the influence of peer group

Outcome 2

Understand the value of play to the development of children aged 5-8.

Knowledge and/or skills

- ◆ Explain developmental stages in terms of children's learning through play
- ◆ Show an understanding of Playwork values and their impact on children's development
- ◆ Show an understanding of the variety of play types and experiences, and recognise the value for enhancing development
- ◆ Recognise play as essential for development of 'life skills'
- ◆ Explain the value of play in light of current developmental theories
- ◆ Show an understanding of therapeutic play, and its developmental benefits
- ◆ Understand the value of play, which is 'freely chosen, personally directed and intrinsic behaviour' for children, aged 5-8
- ◆ Understand the need for play to offer challenge and risk, to promote children's development
- ◆ Recognise the value of spontaneous play and free choice to the development and learning of children aged 5-8 years

Higher National Unit specification: statement of standards (cont)

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Outcome 3

Explore and evaluate the adult role in engaging with children aged 5-8, and promoting positive interaction with their peer group.

Knowledge and/or skills

- ◆ Demonstrate an understanding of children's rights, and their impact on relationships with children
- ◆ Show an understanding of the role of the adult as facilitator
- ◆ Demonstrate respect and sensitivity towards children
- ◆ Recognise and support individuality in children
- ◆ Demonstrate a knowledge of and sensitivity to differing social and cultural backgrounds of children
- ◆ Promote self-esteem, self-worth and empowerment with children aged 5-8
- ◆ Promote respect for others and a sense of citizenship
- ◆ Respond to and promote positive relationships within the peer group, and identify the positive benefits for individuals
- ◆ Recognise the value of safe and secure play spaces for children , and foster a sense of belonging
- ◆ Investigate the provision of appropriate environments
- ◆ Respond to verbal and non-verbal communication as a means of engagement
- ◆ Demonstrate listening skills/active listening leading to engagement and in the promotion of positive play experiences

Outcome 4

Plan, implement and evaluate play opportunities and experiences, which promote all aspects of development and learning for children aged 5-8.

Knowledge and/or skills

- ◆ Show an understanding of the role of the adult as facilitator of quality play
- ◆ Recognise the value of consultation with children in planning, implementing and evaluating play opportunities
- ◆ Observe and assess children's play needs, in terms of their developmental level, social and cultural diversity and individual needs
- ◆ Provide safe and enriched play and learning environments, which respond to children's level of development and play needs
- ◆ Provide play opportunities and experiences for children, which are fun, and offer challenge and risk.
- ◆ Recognise opportunities for play,
- ◆ Analyse a 'child centred/child focused' play environment'

Higher National Unit specification: statement of standards (cont)

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- ◆ Respond to play cues/codes, and children's choice in planning, implementing play opportunities
- ◆ Evaluate play opportunities and experiences, in light of children's play needs, development and learning

Evidence Requirements for the Unit

To achieve this Unit, each candidate will need evidence to demonstrate his/her knowledge and/or skills for Outcomes 1, 2, 3 and 4. The Unit will be holistically assessed in the form of a reflective report on a programme of activities/play opportunities to promote all aspects of development for children aged 5-8 in a Playwork or childcare setting.

Each candidate must provide evidence that he/she can:

- ◆ Analyse theories of development in practice
- ◆ Analyse appropriate positive relationships in a play setting
- ◆ Evaluate 'child centred/child focused' play environments
- ◆ Demonstrate respect for the 'whole child'; their individuality, cultural and social diversity, individual needs.
- ◆ Demonstrate appropriate approaches to play for children aged 5-8
- ◆ Demonstrate ongoing observational skills in play settings
- ◆ Implement appropriate play opportunities to promote children's' development
- ◆ Evaluate the play opportunities in terms of meeting children's play needs and promoting their development

Assessment guidelines for the Unit

This Unit will be assessed holistically by one instrument of assessment covering all Outcomes. Typically this will consist of the candidates being set a task in the form of a reflective report on a programme of practical activities in a Playwork or childcare setting. The task set should be relevant to the promotion of children's development and learning and to the provision of a child centred play environment.

The written report should contain the following:

- ◆ Demonstration of knowledge and understanding of the developmental progress of children aged 5-8
- ◆ Demonstration of knowledge and understanding of evolving as well as well-established theories of children development
- ◆ Analysis and evaluation of effective adult relationships with children 5-8
- ◆ Analysis and evaluation of observations and assessment of children's development
- ◆ Awareness of the individual child's developmental and play needs
- ◆ Demonstration of effective planning skills
- ◆ Planning of appropriate play opportunities/activities for children 5-8 years
- ◆ Ability to evaluate planned and implemented play opportunities/activities as a reflective practitioner

Administrative Information

Unit code:	DF5C 34
Unit title:	Working With Children 5-8 Years
Superclass category:	PN
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Higher National Unit specification: support notes

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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

This Unit is included in the framework of the HNC in Early Education and Childcare. It is recommended that it should be delivered within a Playwork/ childcare setting.

The knowledge and skills should lead on from Units PW1, PW2, PW3 in Playwork SVQ level 2. The knowledge and skills are similar to Units PB23, PC12, PC13, PC14 in Playwork SVQ level 3.

Outcome 1

- ◆ Developmental stages 5-8 years; social, physical, cognitive, linguistic and emotional (include moral development)
- ◆ Recognised and evolving theories of development and learning, for example:
 - Jean Piaget – learning by imitation; conservation; ability to understand concepts moving towards logical and rational thought; understanding of rules and roles
 - Erik Erikson – ‘industry v’s inferiority’ – need for acceptance and achievement and sense of self-esteem
 - John Holt – ‘confidence and self-esteem v’s shame and embarrassment’, sensitive to mistakes
 - Robert Havighurst – ‘three pushes’ – through transition to independence: move away from home and into world of school and friends; move to physical and social games, sports, duties, work, etc; move to more adult-like ways of thinking

Consider new and evolving theories of development and learning for children 5-8.

Outcome 2

Current thinking in play and Playwork, for example:

- ◆ Play types/ Evolutionary play (Bob Hughes)
- ◆ Nine Processes of Play (Stuart Leister)
- ◆ Life skills - such as creativity, teamwork, cooperation, negotiation, goal setting, self-reliance, etc.
- ◆ Neurological development - play parallels sequential neurological development; curiosity - exploration – discovery – mastery – confidence – learning – curiosity - (Bruce Perry)

Higher National Unit specification: support notes (cont)

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- ◆ Therapeutic play as understood in terms of psycholudics; play as part of basic development. Consider the Play Cycle; play drive – learn new skills – play cue – play return – play frame – play flow – play drive - (Perry Else; Gordon Sturrock)
- ◆ Consider new and evolving theories of play and Playwork

Outcomes 3 and 4

Consider the following:

Planning:

- ◆ For quality play opportunities and experiences;
- ◆ For development and learning;
- ◆ For safe and enriching play environments;
- ◆ Through consultation with children, understanding of development, and identified play needs
- ◆ Within the Playwork values and considering current theories

Implementing –

- ◆ Adult as facilitator of quality play
- ◆ Play opportunities - free, creative, cultural, imaginative, environmental, physical, therapeutic
- ◆ Providing safe, stimulating and enriching play environments with challenging and fun play opportunities;
- ◆ Confidentiality;
- ◆ Meeting individual needs;
- ◆ Setting consistent and fair boundaries;
- ◆ Communication – listening skills; giving feedback; answering questions; meeting children's communication needs; play cues/codes
- ◆ Promoting respect for self and others

Evaluation –

- ◆ For monitoring progress;
- ◆ For meeting individual developmental and play needs;
- ◆ Of adult role

Adults can enhance play opportunities by sensitively interacting with children and by establishing stimulating play environments.

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)

Burce, 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)

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Davy, A (2001) *Playwork – Play and Care for Children 5-15* (London: Thompson Learning)
Perry Else, Gordon Sturrock, Stephen Rennie are regular contributors to Play Education.

www.playeducation.co.uk

www.npfa.org

www.ncb.org.uk

www.skillsactive.org.uk

www.kidsactive.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 from an early education and/or a Playwork perspective.

Candidates require sufficient placement time in order to achieve the Unit Outcomes.

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.

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

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This Unit is designed to enable you to gain an understanding of the implications of working with children from 5-8 years, and to gain the knowledge and skills required to promote the development and learning of this age group. The Unit is intended to enable you to develop the knowledge and skills to promote the development of children aged 5-8 through the provision of quality play opportunities in a safe and enriched environment, with adults as facilitators.

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. The Unit is about the work of a worker in early education and childcare. It has two main areas. You will look at theories involved in working with children in the 5-8 years age range. You will then plan, implement and evaluate a programme of activities/play opportunities to promote all aspects of development for children aged 5-8.

In order to complete this Unit successfully, you will be required to achieve a satisfactory level of performance on one piece of assessed work which will be a reflective account of your planned programme of activities/play opportunities.