

Higher National Unit Specification

General information for centres

Unit title: Working With Children 8-12 Years

Unit code: DF5D 34

Unit purpose: This Unit is designed to enable candidates to gain an understanding of the implications of working with children age 8-12 years, and to gain the knowledge and skills required to promote the development and learning of this age group. The Unit is intended to introduce the candidates to the promotion of development of children aged 8-12, including those for whom additional support is required, through the provision of quality play opportunities in a safe, challenging and enriched environment, with adults as facilitators.

This Unit is intended for candidates who are on work placement or employed in the Playwork/Childcare sector. Candidates who are undertaking an 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 8-12
- ◆ Explore the value of play and other activities in relation to the learning and development of the child 8-12
- ◆ Plan, implement and evaluate play opportunities and other activities which will promote development and learning for children 8-12
- ◆ Discuss and evaluate the role of the adult in working with children aged 8-12, including promoting independence and supporting their individual developing needs

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 8-12. This may be evidenced by significant experience working with children aged 8-12. 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 Skill 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 is 8-12 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 5-8 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.

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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 8-12.

Knowledge and/or skills

- ◆ Analyse and evaluate theories of development
- ◆ Analyse and evaluate theories of adolescence and the onset of puberty
- ◆ Recognise the importance of issues such as identity, peer pressure on the development of children
- ◆ Recognise and analyse the need for independence in relation to development and learning
- ◆ Recognise the developmental stage differences in relation to gender

Outcome 2

Explore the value of play and other activities in relation to the learning and development of the child 8-12.

Knowledge and/or skills

- ◆ Show an understanding of Playwork values and their importance on the development of children aged 8-12
- ◆ Explain learning and development skills of children 8-12 through play opportunities and experiences
- ◆ Show an understanding of play which is freely chosen, encourages creativity, choice, risk and challenge to children aged 8-12
- ◆ Recognise the importance of a growing sense of independence and identity on the play opportunity

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Outcome 3

Plan, implement and evaluate play opportunities and other activities which will promote development and learning for children 8-12.

Knowledge and/or skills

- ◆ Implement play and other activities which are freely chosen, offer choice, creativity, risk and challenge for 8-12
- ◆ Actively involve children in planning and implementing play opportunities and experiences
- ◆ Recognise and respond to children's play cues throughout the play opportunity
- ◆ Involve all children in the evaluation of the play opportunity.
- ◆ Analyse the evaluation of the play opportunity in relation to play values and children's individual learning and development needs
- ◆ Ensure all play opportunities reflect an anti-bias approach
- ◆ Investigate the provision of appropriate environments
- ◆ Ensure the play environment is child centred, safe and secure
- ◆ Recognise the importance of freely chosen and challenging play on the learning and development of 8-12

Outcome 4

Discuss and evaluate the role of the adult in working with children aged 8-12, including promoting independence and supporting their individual developing needs.

Knowledge and Skills:

- ◆ Recognise and demonstrate the role of the adult as facilitator in children's play
- ◆ Recognise and support the individual needs of each child based on development, gender, culture, ability and social status
- ◆ Understand the value of children's rights and the role of the adult in implementing these
- ◆ Promote self worth, self esteem, and independence in children 8-12
- ◆ Value, encourage and seek children's views and opinions
- ◆ Recognise and respond to children's play cues in the play environment

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 8-12 in a Playwork or childcare setting.

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Each candidate must provide evidence that he/she can:

- ◆ Analyse evolving theories of development of children aged 8-12
- ◆ Analyse current and evolving theories of play for children aged 8-12
- ◆ Demonstrate participation and involvement of children aged 8-12 in relation to development, social and cultural diversity and gender
- ◆ Demonstrate a response to children's play cues in relation to the role as facilitator of their play opportunities
- ◆ Evaluate play opportunities in relation to children's learning and development needs

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 written 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.

The report should contain the following:

- ◆ Demonstration of knowledge and understanding of the developmental progress of children aged 8-12
- ◆ Demonstration of knowledge and understanding of the evolving as well as well-established theories of children development
- ◆ Analysis and evaluation of effective adult relationships with children 8-12
- ◆ 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 8-12 years
- ◆ Ability to evaluate planned and implemented play opportunities/activities as a reflective practitioner

Administrative Information

Unit code:	DF5D 34
Unit title:	Working With Children 8-12 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 for Unit PB23, PC12, PC13, PC14, in Playwork SVQ Level 3.

Outcome 1

- ◆ Developmental stages 8-12 years; social, physical, cognitive, linguistic and emotional (include moral development), including theories relating to the onset of puberty, independence, identity, citizenship etc
- ◆ Recognised new and evolving theories of development and learning for children 8-12

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)
- ◆ 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)
- ◆ The issue of identity and independence in relation to children's play experiences

Consider new and evolving theories of play and Playwork

Higher National Unit specification: support notes (cont)

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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 Playwork values and relating to current theories

Implementing:

- ◆ Adult as facilitator of quality play
- ◆ 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
- ◆ 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 and challenging 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)

Bruce, T (1994) Play the Universe and Everything, in MoylesJ.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, 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

Higher National Unit specification: support notes (cont)

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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 8-12 years from a Playwork or childcare 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 8-12 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 8-12 years 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 8-12 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 8-12.

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.