

Higher National Unit Specification

General information for centres

Unit title: Working With Children 3-5 Years

Unit code: DF5A 34

Unit purpose: This Unit is designed to enable candidates to gain an understanding of the implications of working with young children and 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 for candidates who are in a work placement or are employed in the early education and 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:

- ◆ Explain theories of the importance of developing nurturing relationships between young children and significant adults
- ◆ Analyse and evaluate benefits of play to the development and learning of children aged 3-5
- ◆ Evaluate the impact of a variety of approaches to the promotion of a positive learning environment for children aged 3 – 5 (consider types of play, use of space, resources and interaction)
- ◆ Plan, implement and evaluate a range of effective play opportunities to promote all aspects of young children’s development and learning

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 young children aged 3-5 years. This may be evidenced by significant experience working with children in this age group. Evidence could also be through achievement of current NQ Units or equivalent, which assess knowledge and understanding of young children or SVQ level 2 Early Years Care and Education.

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, Problem Solving, Numeracy and Information Technology to levels required by occupations in early education and childcare or progression pathways supported by the HNC Early Education and Childcare.

General information for centres (cont)

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 in the framework for the HNC Early Education and Childcare. The age range for this Unit is 3-5 years.

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 Working with Children 0-3 years **or** 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 young children's development and learning and to the provision of a child centred, stimulating and nurturing 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

Explain theories of the importance of developing nurturing relationships between young children and significant adults.

Knowledge and/or skills

Candidates should be able to:

- ◆ Investigate theories of social and emotional development of children aged 3-5
- ◆ Explain the growth and development of young children and how this can be affected by the social, emotional and physical environment
- ◆ Demonstrate an understanding of values and principles and their impact on children's wellbeing and development
- ◆ Recognise the importance of key workers, their roles and responsibilities and their relationships with parents
- ◆ Analyse the importance of the development of self-confidence, self esteem and self awareness
- ◆ Demonstrate listening skills
- ◆ Demonstrate active listening leading to engagement

Outcome 2

Analyse and evaluate benefits of play to the development and learning of children aged 3-5.

Knowledge and/or skills

Candidates should be able to:

- ◆ Analyse and evaluate a variety of play theories relevant to working with children 3-5
- ◆ Recognise the importance of play as the key in the learning environment.
- ◆ Consider the stages of play and the need to respond to children's stage, ability and interests.
- ◆ Recognise and demonstrate an awareness of the appropriate use of space
- ◆ Analyse and evaluate equal opportunities in access to space, resources and interaction
- ◆ Demonstrate the affirmation of cultural diversity through appropriate resources, interaction, display and activity.

Higher National Unit specification: statement of standards (cont)

Unit title: Working With Children 3-5 Years

- ◆ Recognise and support the development of individuals through appropriate relationships
- ◆ Raise awareness of appropriate relationships and boundaries while considering unconditional regard
- ◆ Consider the self worth, confidence and well being of each individual within the learning environment
- ◆ Demonstrate warmth, responsiveness, affirmation and care through a positive ethos

Outcome 3

Evaluate the impact of a variety of approaches to the promotion of a positive learning environment for children aged 3–5 (consider types of play, use of space, resources and interaction).

Knowledge and/or skills

Candidates should be able to:

- ◆ Demonstrate an awareness of types of play and the part each plays in the experiences offered
- ◆ Investigate the provision of appropriate environments
- ◆ Recognise the value of play opportunities in enhancing development and learning
- ◆ Investigate the need to offer structured and unstructured play opportunities
- ◆ Investigate play situations which are planned or unplanned
- ◆ Observe and evaluate experiences which are directed or free choice
- ◆ Observe, analyse and evaluate experiences which are successful and some which are unsuccessful

Outcome 4

Plan, organise, implement and evaluate a range of effective play opportunities to promote all aspects of young children's development and learning.

Knowledge and skills

Candidates should be able to:

- ◆ Recognise individual children's physical and safety needs: diet, exercise and sleep
- ◆ Understand reasons for observing children's performance and behaviour on specific tasks and activities in comparison to that which is contrived for the purposes of assessment
- ◆ Recognise how and why children's behaviour and performance may vary across assessment situations
- ◆ Understand cultural, social and gender based influences on children's spontaneous and natural performance
- ◆ Explain why repeated observations are necessary and relate observed and assessed behaviour to accepted behaviour norms

Higher National Unit specification: statement of standards (cont)

Unit title: Working With Children 3-5 Years

- ◆ Analyse a child-centred approach
- ◆ Analyse a holistic approach to the promotion of young children's development and learning
- ◆ Recognise appropriate activities to promote all aspects of young children's development and learning
- ◆ Respond to play cues/codes and children's choice in planning and implementing play opportunities
- ◆ Evaluate planned and implemented activities with children

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 written reflective report on a topic/theme or backdrop or programme of activities/play opportunities to promote all aspects of development for children aged 3-5 in a Playwork or childcare setting. Each candidate must provide evidence that s/he can:

- ◆ Demonstrate an understanding of at least one theory of social and emotional development in children aged 3-5 years
- ◆ Explain the importance of positive relationships
- ◆ Evaluate the benefits of play to the development of children
- ◆ Analyse the importance of affirmation of cultural diversity on children's self-confidence and feeling of self-worth
- ◆ Demonstrate understanding of the impact of a variety of approaches for play and learning
- ◆ Demonstrate a knowledge of types of play, use of space, and resources
- ◆ Use meaningful interaction with children and adults
- ◆ Provide a range of experiences that consider individual needs and group opportunities while considering equal opportunities and cultural diversity
- ◆ Evaluate the success of experiences offered from children's participation
- ◆ Evaluate the role the candidate plays, their contribution to the play situations and/or the impact on curriculum policies
- ◆ Act on evidence from observation of the use of space, resources and types of play already in use

Higher National Unit specification: statement of standards (cont)

Unit title: Working With Children 3-5 Years

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 practical activities in a Playwork or childcare setting. The task set should be relevant to the promotion of young children's development and learning and to the provision of a child centred, stimulating and nurturing environment.

The reflective report should contain the following:

- ◆ Demonstration of knowledge and understanding of children's social and emotional development in relation to the 3-5 years age group
- ◆ Explanation of the importance of positive relationships to children's development and learning
- ◆ Evaluation of the benefits of play to the development and learning of young children
- ◆ Analysis of the importance of affirmation of cultural diversity on children's self confidence and feelings of self worth
- ◆ Demonstration of a knowledge of types of play, use of space, and resources
- ◆ Demonstration of meaningful interaction with children and adults
- ◆ Demonstration of provision of a range of experiences that consider individual needs and group opportunities while considering equal opportunities and cultural diversity
- ◆ Evaluation of the success of experiences offered from children's participation
- ◆ Evaluation of the role the candidate plays, their contribution to the play situations and/or the impact on curriculum policies
- ◆ Demonstration of action on evidence from observation of the use of space, resources and types of play already in use

Administrative Information

Unit code:	DF5A 34
Unit title:	Working With Children 3-5 Years
Superclass category:	PN
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Higher National Unit specification: support notes

Unit title: Working With Children 3-5 Years

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 Early Education and Childcare. It is recommended that it should be delivered and assessed within the subject area of the group award to which it contributes.

This Unit is intended to introduce the candidate to the promotion of the development and learning of children aged 3-5 years and to the importance of a nurturing, stimulating environment, the benefits of play and how to plan, implement and evaluate experiences to promote and support the development and learning of children.

Outcome 1

Candidates should be able to demonstrate awareness of factors influencing the social and emotional development of children;

- ◆ Theories of social and emotional development – Bowlby, Rutter, Bandura, Skinner, Trevarthen, Dunn.
- ◆ Engaging with: sensitivity; appropriate physical contact; active listening – scaffolding; at child's level - physically, intellectually; no mixed messages; verbal, non-verbal; interaction; child led
- ◆ Building trust and self-confidence
- ◆ Affirmation of cultural diversity
- ◆ A sense of belonging
- ◆ Key workers and their relationships with parents/carers
- ◆ Equal opportunities and anti-discriminatory practice

Outcome 2

Variety of approaches to the promotion of a positive learning environment for children aged 3-5:

- ◆ Play theories – Tina Bruce, Kathy Sylva, Susan Isaacs, Stuart Lester
- ◆ Set up to provide for stages of play - re appropriate interaction
 - Solitary play - role play
 - Parallel
 - On-looking
 - Complex
 - Co-operative
- ◆ Opportunities for types of play: discovery – making connections; creative; imaginative; exploratory – curiosity; experiential
- ◆ Interactive activities - planned play opportunities to encourage interaction

Higher National Unit specification: support notes (cont)

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- ◆ How day is structured
- ◆ Participation: non-threatening; relevant; relaxed; non-intrusive – observation of a child’s skills and abilities; at child's level – physically, intellectually: environment link to materials, resources, space
- ◆ Appropriate relationships to recognise and develop individual children i.e. peer group, adult, key worker
- ◆ Demonstration - active participation resulting in observation and knowledge of child
- ◆ Empowering – finding a voice
- ◆ Initiating child-led activities and learning
- ◆ Continuity of learning
- ◆ Right resources and set-up of playroom - indoors/outdoors

Consider new and evolving theories of development and learning for children 3-5.

Outcomes 3 and 4

Report material, presentation and skills:

- ◆ Portfolio compilation
- ◆ Talk/presentation
- ◆ Posters/display - photographic evidence/video
- ◆ Evaluation methods - reflective account, photographs

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.
- ◆ Observation and assessment methods and records: repeated observations; pre-coded categories; structured descriptions; free descriptions
- ◆ Considering current theories
- ◆ Partnership with parents

Implementing:

- ◆ Adult as facilitator of quality play
- ◆ Providing safe, stimulating and enriching play and learning environments
- ◆ 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

Higher National Unit specification: support notes (cont)

Unit title: Working With Children 3-5 Years

Evaluation :

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

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

Useful Resources/Addresses/Reference

Bredenkamp, S. (1997) (revised edition) Developmentally Appropriate Practice in Early Childhood Programmes. Washington NAEYC

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

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

Bruce, T. & Meggit, C (2002) Childcare and Education. (3rd Edition). Hodder & Stoughton
Early Childhood Education Forum. (1998). Quality in Diversity in Early Learning. London
Early Education Forum/National Children’s Bureau

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

Lindon, J (1998) Child Protection in Practice. Hodder & Stoughton

Pugh, G (ed) (2001) Contemporary Issues in the Early Years (3rd Edition). Paul Chapman Publishing

Roberts,R. (1995). Self esteem and successful early learning. Hodder & Stoughton

SOEID (1999). Curriculum Framework for Children 3-5. The Scottish Office

Tassoni, P. & Hucker, K. (2000). Planning Play and the Early Years. Heinemann Child Care
Nursery World

www.kidsactive.co.uk

www.ltscotland.org.uk

www.ncb.org.uk

www.npfa.org

www.playeducation.co.uk

www.scotland.gov.uk

Guidance on the delivery and assessment of this Unit

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

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

This Unit is likely to form part of a group award which is primarily designed to provide candidates with professional knowledge and skills related to working with children aged 3-5 years.

Higher National Unit specification: support notes (cont)

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Assessment will be by one instrument of assessment which will be undertaken close to the end of the delivery period for the Unit.

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 aged 3-5 years and 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 3-5 years through the provision of quality play opportunities in a stimulating and nurturing environment with adults as facilitators. You should be in a work placement or employed in the early education and childcare sector. If you are undertaking an HNC in Early Education and Childcare you will have the opportunity to relate theory to practice.

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 3-5 years age range and the importance and benefits of play for their development and learning.

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 experiences.