

Higher National Unit Specification

General information for centres

Unit title: Managing the Implementation of the Values and Principles of Playwork

Unit code: DN1L 35

Unit purpose: The unit is designed to enable the candidate to examine a range of theoretical and practice based perspectives relating to advanced playwork practice in an Early Education and Childcare setting

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

- ◆ Develop an understanding of current theories and values of playwork
- ◆ Manage the implementation of key aspects from current theories and values of playwork
- ◆ Evaluate and critically analyse the implementation of key aspects into practice

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

**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: The candidate should have a knowledge and understanding of playwork practice, in relation to working with children between four and sixteen years. It would be recommended that the candidate would hold SCQF level 7 units relating to child development, play and playwork. SVQ Level 3 Playwork or Early Years Care and Education would be recommended prior knowledge and skills.

Core skills: There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components. However there may be opportunities to develop the core skills of Communication, Working with Others, Information Technology and Problem Solving.

Context for delivery: The candidate should be given the opportunity to develop their understanding of theoretical and practice based playwork. They should have the opportunity to research new ideas and theories relating to playwork and then explore the implications for advanced playwork practice. The candidate should be working at a level of professional practice which relates to Practitioner, Senior Practitioner or Manager in Childcare and Early Education or have access to this level of professional practice.

General information for centres (cont)

Assessment: The assessment for this Unit is progressive from Outcome 1 to Outcome 3. It is recommended that candidates work systematically through the Outcomes. Candidates must produce a report for Outcome 1, which will inform the implementation in Outcome 2 and the evaluation in Outcome 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

Develop an understanding of current theories and values of playwork

Knowledge and/or skills

- ◆ Current theories of playwork
- ◆ Current values of playwork
- ◆ Current thinking with policies, procedures and legislation
- ◆ Key aspects of current theories and values of playwork

Evidence requirements

By the end of this Outcome, candidates should have:

- ◆ Investigated current thinking as it relates to theories of playwork and values of playwork
- ◆ Discussed the current values of playwork, as they relate to policies, procedures and legislation.
- ◆ Researched and critically analysed at least four current theories of playwork

Candidates should then produce a report of approximately 1000-1500 words, discussing the key aspects of their research into current theories and playwork values. These key aspects should have a positive impact on the development of values and principles of playwork.

Assessment guidelines

Report discussing key aspects of current theories and playwork values
(1000 -1500 words)

Outcome 2

Manage the implementation of key aspects of current theories and values of playwork

Knowledge and/or skills

- ◆ Relation of research of current theories and values of playwork to practice
- ◆ Strategies for implementation of key aspects into practice

Higher National Unit specification: statement of standards (cont)

Unit title: Managing the Implementation of the Values and Principles of Playwork

Evidence requirements

By the end of this Outcome, candidates should have:

- ◆ Developed and implemented a strategy covering at least two key aspects from current theories and values of playwork.

Assessment guidelines

This Outcome will be jointly assessed with Outcome 3 - see assessment guidelines for Outcome 3

Outcome 3

Evaluate and critically analyse the implementation of key aspects of current theories and values of playwork

Knowledge and/or skills

- ◆ The impact of the implementation on playwork practice
- ◆ The impact of the implementation on children and young people
- ◆ The impact of the implementation on staff team

Evidence requirements

By the end of this Outcome, candidates should have:

- ◆ Evaluated two key aspects, used in Outcome 2, which have been implemented
- ◆ Critically analysed both, relating theory to practice
- ◆ Evaluated the implementation from the perspective of the children and young people
- ◆ Evaluated the implementation from the perspective of the staff team
- ◆ Evaluated the implementation in relation to current thinking in playwork
- ◆ Critically analysed the impact of the implementation on playwork practice

Candidates should produce an evaluation report of approximately 1000-1500 words covering Outcomes 2 and 3.

Assessment guidelines

Holistic evaluation report of 1000-1500 words covering Outcome 2 and Outcome 3, to include:

- ◆ Introduction to key aspects
- ◆ Strategy of implementation
- ◆ Implementation procedures
- ◆ Effectiveness of implementation on playwork practice, relating to children and adult experience
- ◆ Summary relating theory to practice

Administrative Information

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| Unit code: | DN1L 35 |
| Unit title: | Managing the Implementation of the Values and Principles of Playwork |
| Superclass category: | PQ |
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Higher National Unit specification: support notes

Unit title: Managing the Implementation of the Values and Principles of Playwork

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

Develop an understanding of current theories and values of playwork

Candidates should have the opportunity to identify a number of current theories of playwork, and the time given to reflect on the current thinking on the values of playwork as set out by Skills Active (Sector Skills Council for Sport Recreation and Allied Industries).

Candidates should research the current theories relating to playwork practice, and the new thinking and developments in playwork theory. This can be individual or group research.

Tutors should direct candidates to a variety of sources, such as:

- ◆ Values of Playwork, SkillsActive — www.skillsactive.org.uk
- ◆ The First Claim, Play Wales — www.playwales.org.uk
- ◆ Playwork Theory and Practice, Fraser Brown, published Open University 2002 ISBN (0335209440 and ISBN 0335209459)
- ◆ Evolutionary Playwork and Reflective Analytical Practice, Bob Hughes, published Routledge (ISBN 0415251664 and ISBN 0415251656)
- ◆ Best Play, National Playing Fields Association
- ◆ www.ludimos.co.uk, Gordon Sturrock and Perry Else
- ◆ The Ambiguity of Play, Brian Sutton-Smith, published Harvard University Press 2001 ISBN 0674005813
- ◆ Legislation, policies and procedures, Scottish Social Services Council (SSSC) and Scottish Executive

This list is not exhaustive, and is current at time of publication, however it would be expected that the research of theories and values is as up to date as possible.

Outcome 2

Manage the implementation of key aspects of current theories and values of playwork

The implementation can be at different levels depending on candidate's job role and responsibilities. For example, the implementation may be at management level in supporting staff to implement the key aspects, or may be at advanced practitioner level where the implementation of key aspects directly impacts on colleagues and children.

The strategy for implementation should be realistic and linked to SMART principles (this may link with PDA Unit 'Effective Leadership and Management in Care Settings'). The strategy should only cover key aspects that are related to playwork practice and are achievable in the playwork setting.

Higher National Unit specification: support notes (cont)

Unit title: Managing the Implementation of the Values and Principles of Playwork

Outcome 3

Evaluate and critically analyse the implementation of key aspects of current theories and values of playwork

The candidate should be supported in evaluating the implementation in line with best playwork practice. This would require the candidate to evaluate the impact on children in the setting – this will require observation of the children at play, consultation with the children to identify their perspective on the implementation and to support their future play needs in relation to the implementation.

The candidate should evaluate the impact on adults in the setting – consultation with individuals and staff team, improvements to team practice, requirements for training or CPD, etc.

The candidate is required to evaluate the implementation, as it relates to the theories and values of playwork.

A critical analysis of the implementation and evaluation is needed. This should relate back to Outcome 1 and the identified key aspects of theory and values.

Questions should be answered, such as:

- ◆ Have there been identifiable and measurable Outcomes?
- ◆ Is there a shift in the value base of the setting?
- ◆ Are the play opportunities more reflective of the playwork values?
- ◆ Is the play setting more child-centred?

Best Play identifies seven key objectives that can be measured (NPFA 2000:18) (paraphrased)

1. extends choice and control that children have over their play
2. recognises the need for children to test boundaries
3. manages the balance between the need for risk and the need to keep children safe
4. maximises the range of play opportunities
5. fosters independence and self esteem
6. fosters children's respect for others and for social interaction
7. fosters children's well-being, healthy growth and development, knowledge and understanding, creativity and capacity to learn

(This may be a helpful tool in considering evaluation as it relates to playwork practice.)

Values of Playwork

Current assumptions and values of playwork can be found on the Skills Active website – www.skillsactive.org.uk.

Higher National Unit specification: support notes (cont)

Unit title: Managing the Implementation of the Values and Principles of Playwork

Guidance on the delivery and assessment of this Unit

Opportunities for developing Core Skills

This unit is included in the framework of the PDA Early Education and Childcare. It is recommended that it is delivered within the framework of this qualification. However it could also be used as a stand-alone Unit to support the process of continuous professional development of those working at advanced practitioner/manager level in the early education and childcare workforce.

In delivering this unit, there should be a balance between tutor/lecturer led delivery and candidate research. Where possible, candidates should be given opportunities for practical workshop sessions. Candidates should have access to relevant publications, research, documentation and guidelines, as well as up to date topical periodicals and magazines.

A variety of delivery methods should be used.

- ◆ Thought Showers
- ◆ Small group discussion
- ◆ Case studies
- ◆ Individual research. Candidates should be encouraged to use both paper based and web based reference material.
- ◆ Examination of relevant playwork policy, documentation and guidelines
- ◆ Outside speakers
- ◆ Video/audio material

Open learning

This Unit could be developed for open learning mode of delivery.

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

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website www.sqa.org.uk

General information for candidates

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The unit is designed to enable you to examine a range of theoretical and practice based perspectives relating to advanced playwork practice in an Early Education and Childcare setting.

You will be given the opportunity to research new ideas and theories relating to playwork and then explore the implications for advanced playwork practice.

On completion of this unit you will be able to:

- ◆ Identify the key aspects of research into current theories and playwork values
- ◆ Relate theories to practice
- ◆ Develop and implement a strategy covering key aspects of current theories and values of playwork
- ◆ Evaluate and critically analyse the implementation of these key aspects