



National Unit Specification

General information

Unit title: Planning for Practice (SCQF level 6)

Unit code: J7EJ 46

Superclass: PT

Publication date: May 2023

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This unit has been developed for learners who wish to pursue a career in Childhood Practice and is a mandatory unit within the National Certificate (NC) Childhood Practice. It is also suitable for learners wishing to study the unit on its own or as part of other awards.

The general aim of this unit is to enable learners to investigate ways in which adults who work with children and young people can support the care, learning and wellbeing of children and young people in childhood practice settings. The learner will develop an understanding of nurture principles, exploring the importance of using these principles in effective observation and planning to support the care, learning and wellbeing of children and young people aged 0–18 years.

Learners will explain how legislation, policies and guidance can be used effectively in childhood practice settings to enable successful planning in settings in Scotland today. Learners will have the opportunity to explore play preferences in children and young people and how knowledge of these play preferences can be used effectively to plan to meet the needs of children and young people. The unit provides learners with the opportunity to identify and evaluate the role of the adult in reflective planning and how this can inform planning effective next steps for children and young people.

Outcomes

On successful completion of the unit the learner will be able to:

1. Describe the key features of nurture principles and how these can be used effectively to support care, learning and wellbeing of children and young people.
2. Explain legislation, policies and guidance that is used to inform planning.

National Unit Specification: General information (continued)

Unit title: Planning for Practice (SCQF level 6)

3. Explain how knowledge of children and young peoples' play preferences can be used to inform planning.
4. Evaluate the role of adults in planning next steps for children and young people.

Credit points and level

1 National Unit credit(s) at Scottish Credit and Qualifications Framework (SCQF) level 6:
(6 SCQF credit points at SCQF level 6).

Recommended entry to the unit

Entry to this unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 5: Early Learning and Childcare (Skills for Work) Course or similar.
- ◆ National 5: Literacy/Communication.

Learners would benefit from some prior knowledge and understanding of childhood development.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

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.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

National Unit Specification: Statement of standards

Unit title: Planning for Practice (SCQF level 6)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Describe the key features of nurture principles and how these can be used effectively to support care, learning and wellbeing of children and young people.

Performance criteria

- (a) Describe the six nurture principles.
- (b) Explain how these principles can be used to support transitions in children and young people in a childhood practice setting.

Outcome 2

Explain legislation, policies and guidance that are used to inform planning.

Performance criteria

- (a) Describe current legislation/strategy/policy and guidance that supports planning in childhood practice settings.
- (b) Explain how knowledge of this legislation, policy and guidance can inform planning.

Outcome 3

Explain how knowledge of children and young peoples' play preferences can be used to inform planning.

Performance criteria

- (a) Describe key features of play preferences.
- (b) Explain how knowledge of play preferences can support child led planning.

Outcome 4

Evaluate the role of adults in planning next steps for children and young people.

Performance criteria

- (a) Describe current observation methods used to inform planning.
- (b) Evaluate the effectiveness of these methods.

National Unit Specification: Statement of standards (continued)

Unit title: Planning for Practice (SCQF level 6)

Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria. Learners must provide written and/or oral evidence.

The Assessment Support Pack for this unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

Outcomes 1, 2, 3 and 4

To achieve outcomes 1, 2, 3 and 4, learners must produce evidence to show they can:

- ◆ Describe **three** of the six nurture principles, explaining how these principles can be used to support the care, learning, development and well-being of children and young people in a childhood practice setting. When you are discussing the nurture principles, attention should be given to how they can support transitions in children and young people.
- ◆ Describe how **one** piece of Legislation and/or strategy can be used effectively when planning within a Childhood Practice setting.
- ◆ Describe key features of **three** play preferences and explain how knowledge of these play preferences can support child led planning. During your description, give an example of play preferences relevant to the age range you would expect to see these preferences.
- ◆ Describe how current observation methods can be used effectively in childhood practice setting to inform planning. Evaluate the effectiveness of these methods to adults in planning next steps for children and young people.



National Unit Support Notes

Unit title: Planning for Practice (SCQF level 6)

Unit support notes are offered as guidance and 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

Learners should be able to identify and relate to practice the six nurture principles of:

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives.

Learners should explore how application of these principles support children and young people in times of daily transition and interactions within the setting. It is important that learners understand that transitions for children and young people can take many forms and they are not solely reserved for significant transitions in a child or young person's life. Learners should develop a thorough understanding of applying nurture as a whole school approach.

[inc55applyingnurturingapproaches120617.pdf \(education.gov.scot\)](#)

[https://education.gov.scot/improvement/self-evaluation/scottish-early-childhood-and-families-transitions-statement/](#)

National Unit Support Notes (continued)

Unit title: Planning for Practice (SCQF level 6)

Outcome 2

Learners should be reminded that the United Nations Convention on the Rights of the Child (UNCRC) underpins many of the pieces of legislation discussed and that knowledge of the UNCRC should underpin their own practice.

Relevant legislation should be explored and related to childhood practice settings, some of which could include the following:

- ◆ The Children (Scotland) Act 1995.
- ◆ The Protection of Children (Scotland) Act 2003.
- ◆ The Children and Young People (Scotland) Act 2014.
- ◆ Equality Act, 2010.
- ◆ Education (Additional Support for Learning) (Scotland) Act 2004.

The following may also be useful for learners:

- ◆ Getting it Right for Every Child (GIRFEC/SHANARRI) [Getting it right for every child \(GIRFEC\) - gov.scot \(www.gov.scot\)](http://www.gov.scot/Topics/education/SHANARRI/Getting%20it%20right%20for%20every%20child)
- ◆ Curriculum for Excellence [What is Curriculum for Excellence? | Curriculum for Excellence | Policy drivers | Policy for Scottish education | Scottish education system | Education Scotland](http://www.gov.scot/Topics/education/curriculum/What%20is%20Curriculum%20for%20Excellence?%20Policy%20drivers%20Policy%20for%20Scottish%20education%20Scottish%20education%20system%20Education%20Scotland)
- ◆ Realising the Ambition: Being Me [realisingtheambition \(3\).pdf](http://www.gov.scot/Topics/education/realisingtheambition/3)
- ◆ Scottish Attainment Challenge [Scottish Attainment Challenge - 2022 to 2023 – 2025 to 2026: fairer Scotland duty assessment - gov.scot \(www.gov.scot\)](http://www.gov.scot/Topics/education/scottishattainmentchallenge/2022to2023to2025to2026/fairer%20Scotland%20duty%20assessment)
- ◆ Play strategy for Scotland [Scotland's Play Strategy - Play Scotland](http://www.gov.scot/Topics/education/playstrategy/Play%20Scotland)
- ◆ Child Centred Play Pedagogy (Realising the Ambition pg 46) [realisingtheambition \(3\).pdf](http://www.gov.scot/Topics/education/realisingtheambition/3)
- ◆ Early Level Play Pedagogy Toolkit [Early Level Play Pedagogy Toolkit | Learning resources | National Improvement Hub \(education.gov.scot\)](http://www.gov.scot/Topics/education/earlylevelplaypedagogytoolkit/Learning%20resources%20National%20Improvement%20Hub)
- ◆ How Good is Our Early Learning and Childcare (2016) [How good is our early learning and childcare? | Self-evaluation | National Improvement Hub \(education.gov.scot\)](http://www.gov.scot/Topics/education/howgoodisourearlylearningandchildcare/Self-evaluation%20National%20Improvement%20Hub)
- ◆ Scottish Social Services Council [SSSC Codes of Practice - Scottish Social Services Council](http://www.gov.scot/Topics/education/sssc/codesofpractice)

The learner should be given the opportunity to explore how childhood practice settings ensure relevant Scottish legislation, strategy, policy and guidance is embedded into their work with children and young people. Learners should explore current curricular guidance, for example, Curriculum for Excellence, and how this is used to support the planning and provision for children and young people. The aim is that the learner gains an understanding of how children's rights are an integral part of all planning and work with children and young people and how awareness of this can inform planning and practice.

National Unit Support Notes (continued)

Unit title: Planning for Practice (SCQF level 6)

Outcome 3

Learners should be able to describe play preference, which can include the following:

- ◆ Unoccupied play, where the baby is making lots of movements with legs and arms, exploring and learning about how their body works.
- ◆ Solitary play (birth–2 years).
- ◆ Spectator/onlooker play (2 years).
- ◆ Parallel play (2 years plus).
- ◆ Associative play (3–4 years).
- ◆ Co-operative play (4 years plus).

Play Types could include the following:

- ◆ Communication Play.
- ◆ Creative Play.
- ◆ Deep Play.
- ◆ Dramatic Play.
- ◆ Exploratory Play.
- ◆ Fantasy Play.
- ◆ Imaginative Play.
- ◆ Locomotor Play.
- ◆ Mastery Play.
- ◆ Object Play.
- ◆ Role Play.
- ◆ Rough and Tumble.
- ◆ Social Play.
- ◆ Socio-dramatic Play.
- ◆ Symbolic Play.

[SKAPW9.pdf \(sssc.uk.com\)](https://www.sssc.uk.com/SKAPW9.pdf)

Schemas:

- ◆ The repetition of behaviour in play is known as schematic play.
- ◆ Practitioners should be able to recognise patterns of behaviour and accommodate individual interests.
- ◆ The schema of a child represents early learning and practitioners should provide opportunities to support the child in their interests.

National Unit Support Notes (continued)

Unit title: Planning for Practice (SCQF level 6)

Schemas in children's play:

- ◆ Transporting.
- ◆ Positioning.
- ◆ Orientation.
- ◆ Connection.
- ◆ Trajectory.
- ◆ Enclosure.
- ◆ Rotation.
- ◆ Enveloping.
- ◆ Transformation.

[Schemas in childrens play.pdf \(sssc.uk.com\)](https://www.sssc.uk.com/schemas-in-childrens-play.pdf)

[Schemas: learning through play | Learning at home | Parent Zone \(education.gov.scot\)](https://www.education.gov.scot/parent-zone/learning-through-play)

When exploring play preferences, learners should consider all children and young people they may work with. This should include children and young people with additional support needs (ASN), care needs or neuro-diverse children who may wish to play in particular way. There should be an awareness of the cultural preferences of children, with sensitivity shown to specific needs of children and young people.

Outcome 4

Learners should be able to describe current observation methods used in childhood practice settings, some of which could include:

- ◆ Anecdotal observations.
- ◆ Diary/journal/reflective observations and portfolios.
- ◆ Developmental progress assessments/checklists.
- ◆ Cultural maps.
- ◆ Social maps/Sociograms.
- ◆ Learning stories.
- ◆ Running records/narrative observations.

Learners should evaluate the effectiveness of different types of observation methods, considering the strengths and weaknesses of them. It is particularly important that learners are aware of the need to include children and young people in planning and to consider how children and young people's voices are heard.

National Unit Support Notes (continued)

Unit title: Planning for Practice (SCQF level 6)

Guidance on approaches to delivery of this unit

The unit is a mandatory unit in the NC Childhood Practice; it is recommended that it should be delivered within the context of this award, but it is also suitable for learners wishing to study this unit on its own.

In delivery of the unit there should be a balance between lecturer presentation and learner discussion and research. A variety of methods for example:

- ◆ Group discussion.
- ◆ Case studies related to childhood practice and relevant Government strategies
- ◆ Videos.
- ◆ Research questions.
- ◆ PowerPoint presentation.
- ◆ Small group exercises.
- ◆ Worksheets.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. The evidence does not need to be achieved in one activity but can be assembled from a variety of tasks and assessments carried out throughout the unit. Evidence can be presented for individual outcomes or gathered for the unit or course by combining assessment holistically in one single activity.

A range of evidence types could allow learners to show this understanding. For example, they might use:

- ◆ restricted-response questions.
- ◆ an information leaflet or booklet.
- ◆ an annotated poster or a series of annotated posters.
- ◆ an annotated mind maps.
- ◆ a written/typed report based on research.
- ◆ an oral presentation using notes or an information technology (IT) presentation using supportive notes.

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used. It is however recommended that where evidence is generated by work related tasks, that this should be authorised by the workplace supervisor to confirm authenticity. Where evidence is generated by other methods, assessors should ensure suitable conditions to confirm authenticity, for example, by the learner completing a part of the work during supervised conditions.

National Unit Support Notes (continued)

Unit title: Planning for Practice (SCQF level 6)

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

Learners will have the opportunity to develop the following Core Skills:

Communication: Written Communication may be evidenced through learners producing written work in a variety of formats. Oral Communication may be evidenced through discussion, debate and engagement with other learners, staff (both in the delivering centre and in the workplace where applicable) and other key people.

Information and Communication Technology (ICT) may be evidenced by the learner's ability to undertake research and the presentation of written assignments.

Working with Others may be evidenced by the learner's ability to interact, communicate and negotiate with those with whom they come into contact, and to work collaboratively with other professionals and individuals, recognition of professional boundaries and professional conduct in practice.

History of changes to unit

| Version | Description of change | Date |
|---------|-----------------------|------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

© Scottish Qualifications Authority 2023

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

Unit template: June 2017

General information for learners

Unit title: Planning for Practice (SCQF level 6)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit is to enable you to investigate ways in which adults who work with children and young people can support the care, learning and wellbeing of children and young people in childhood practice settings. You will develop an understanding of nurture principles, exploring the importance of using these principles in effective observation and planning to support the care, learning and wellbeing of children and young people.

You will explain how legislation, policies and guidance can be used effectively in childhood practice settings to enable successful planning in settings in Scotland today. You will also have the opportunity to explore play preferences in children and how knowledge of these play preferences can be used effectively to plan to meet the needs of children and young people. The unit provides you with the opportunity to identify and evaluate the role of the adult in reflective planning and how this can inform planning effective next steps for children and young people.

This unit has been developed for learners who wish to pursue a career in Childhood Practice and is a mandatory unit within the National Certificate (NC) Childhood Practice. It is also suitable for learners wishing to study the unit on its own or as part of other awards.

There are four learning outcomes for this unit:

1. Describe the key features of nurture principles and how these can be used effectively to support care, learning and wellbeing of children and young people.
2. Explain legislation, policies and guidance that is used to inform planning.
3. Explain how knowledge of children and young peoples' play preferences can be used to inform planning.
4. Evaluate the role of adults in planning next steps for children and young people.