



National Unit Specification

General information

Unit title: Planning for Practice: Workplace Experience
(SCQF level 6)

Unit code: J7EK 46

Superclass: PT

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Version: 01

Unit purpose

This unit has been developed for learners who wish to pursue a career in Early Learning and Childcare and is a mandatory unit within the National Certificate (NC) Childhood Practice.

The general aim of this unit is to enable learners to develop practice which supports the care, learning and wellbeing of children and young people in settings which support the ages of 0–18 years. Settings could include Early Learning and Childcare (nursery, playgroup or childminder) and School Aged Childcare (SACC). The learner will develop an understanding of applying nurture principles, evaluating the importance of using these principles in effective observation and planning to support the care, learning and wellbeing of children and young people. Learners will explore 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. Identify how the use of an appropriate curriculum can be used effectively in planning to support the care, learning and wellbeing of children and young people.
2. Explain how nurture principles are taken into account when planning learning experiences which support the care, learning and wellbeing of children and young people.

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

Credit points and level

2 National Unit credits at Scottish Credit and Qualifications Framework (SCQF) level 6:
(12 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

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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

Identify how the use of an appropriate curriculum can be used effectively in planning to support the care, learning and wellbeing of children and young people.

Performance criteria

- (a) Identify how an appropriate curriculum can be used when planning play experiences.
- (b) Explain the benefit of the experience to the child and young person and how this experience supports learning within a relevant curriculum area.
- (c) Describe the care needs of children and young people and the importance of recognising these needs in planning appropriate learning opportunities.

Outcome 2

Explain how nurture principles are taken into account when planning learning experiences which support the care, learning and wellbeing of children and young people.

Performance criteria

- (a) Identify the SHANARRI indicators used in observation and planning.
- (b) Describe how these indicators inform observation and planning.
- (c) Explain how nurture principles are used in observation to support the care, learning and wellbeing of children and young people.

Outcome 3

Explain how knowledge of children and young people's play preferences can be used to support the planning of learning experiences for children and young people.

Performance criteria

- (a) Identify the play preferences of children and young people.
- (b) Explain how these play preferences are used to inform planning and identify next steps.

National Unit Specification: Statement of standards (continued)

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Outcome 4

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

Performance criteria

- (a) Explain the role of the adult in embedding children and young people's rights in their practice when planning experiences for children and young people.
- (b) Explain the role of the adult when considering interests and schemas when planning experiences for children and young people.
- (c) Evaluate the role of the adult identifying next steps for the children and young people.

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.

There should be a single assessment folio for this unit which the learner builds during practical placement in an early years setting. This folio should be gathered from one or two work placements within the age range of 0–18 years. This folio should be evidenced by the learner's workplace supervisor. The supervisor must be eligible for registration at practitioner level with the Scottish Social Services Council (SSSC).

Assessment evidence will be drawn from a record of candidates practice which will comprise of the completion of **four** observations and **four** planned learning experiences.

An observation should take place prior to the planned learning experience being carried out and should be linked.



National Unit Support Notes

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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

Curriculum for Excellence

The application of this curriculum may include the following:

Learners should be able to identify how the curriculum is used when planning play experiences:

- ◆ 0–3 years:
 - Pre-birth to three positive outcomes for Scotland's children and families.
 - Building the Ambition.
 - Realising the Ambition.
- ◆ 3–5 years:
 - Curriculum for Excellence (Early Level).

<https://education.gov.scot/improvement/practice-exemplars/a-summary-of-elc-resources/>

Montessori

The application of this curriculum may include the following:

0–3 years:

- ◆ Providing a safe and nurturing environment for the child.
- ◆ Children learning to trust themselves and their world.
- ◆ Children developing confidence in the abilities they are developing.
- ◆ Develop fine motor, gross motor co-ordination and language skills.
- ◆ Children should be offered opportunities to gain independence in daily tasks.

National Unit Support Notes (continued)

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3–6 years:

- ◆ Gain independence, persevere with tasks and self-regulate.
- ◆ Social development is promoted through clear communication which is respectful.
- ◆ Literacy and mathematical understanding should be developed.
- ◆ Sensory perception is assisted through the provision of a variety of materials.
- ◆ Imaginative exploration and self-expression should be encouraged and supported.

6–12 years:

- ◆ The child's interests should be supported and guided.
- ◆ The child should be supported to develop self-confidence, imagination, self-efficacy and intellectual independence.
- ◆ Children should be encouraged to understand their role in the community, their culture and wider world.

12–15 years:

- ◆ Assisting the young adult in identifying how they fit into the wider world.
- ◆ Practical application of academics.
- ◆ Encouraging self-expression, resilience and interpersonal relationships.

[Montessori Curriculum | Montessori](#)

Steiner Waldorf

The application of this curriculum may include the following:

- ◆ Teaching the whole child through a threefold manner; intellectual capacities (thinking), artistic and emotional capacities (feeling) and practical skill building capacities (willing).

0–3 years (Early years):

- ◆ Focus on creating a relaxing, nurturing and creative environment.
- ◆ Focus on including parents and care givers in the setting.
- ◆ Developing independence.
- ◆ Children are encouraged to make new friends.
- ◆ Children are encouraged to learn social skills.

National Unit Support Notes (continued)

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3–6 years (Kindergarten):

- ◆ Developing an awareness of their role in the world through contribution; daily tasks to develop responsibilities such as watering plants, feeding birds, washing plates, sweeping the floor.
- ◆ Developing social skills.
- ◆ Opportunities to develop negotiation skills.
- ◆ Learning to compromise.
- ◆ Developing skills in numeracy through tasks such as weighing and measuring.
- ◆ Sorting and matching skills.
- ◆ Outdoor play to increase physical strength.
- ◆ Play and songs to encourage language skills and the expression of feelings.

6–14 (Lower School and Middle School):

- ◆ Understanding individual needs of each child and providing stability.
- ◆ Development of intellectual and abstract thought through the provision of specialist subject areas.
- ◆ Modern languages.
- ◆ Lessons which spark imagination and creativity.

14–18 (Upper School):

- ◆ Ancient, Medieval and Modern History.
- ◆ Philosophy.
- ◆ Organic Chemistry.
- ◆ Economic Geography.
- ◆ History of Art.
- ◆ Surveying.
- ◆ Physics.
- ◆ History of Architecture.
- ◆ Geology.

[What is Steiner Waldorf Education?](#)

National Unit Support Notes (continued)

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Te Whariki

The application of this curriculum may include the following:

- ◆ Every child is born with potential.
- ◆ Responsive and respectful relationships.
- ◆ Development of trust.
- ◆ Nurture approaches in outdoor play.
- ◆ Prioritises the needs of the child and the family.
- ◆ There are four fundamental principles; Empowerment, Holistic Development, Family and Community, Relationships.
- ◆ There are five strands of learning and development; Wellbeing, Belonging, Contribution, Communication and Exploration.

[Te Whāriki – Education in New Zealand](#)

Friedrich Froebel

The application of this curriculum may include the following:

- ◆ Play is vital to learning.
- ◆ Play experiences should be promoted which enable children to learn through nature.
- ◆ Children should have the opportunity to experience outdoor play daily.
- ◆ Children should be given experiences which include the use of blocks, sand, water, clay, finger rhymes, painting and drawing.
- ◆ Planning experiences should be led by observation.
- ◆ Partnerships with parents and the wider community should be promoted.

[Froebel Trust | Homepage](#)

Reggio Emilia

The application of this curriculum may include the following:

- ◆ For the children to be viewed as competent individuals.
- ◆ The child has rights rather than needs and all play experiences should promote these rights.
- ◆ Children should be provided with play experiences which enable them to make sense of the world in which they live in.
- ◆ Opportunity to develop problem solving skills through the appropriate planning of play experiences.
- ◆ Opportunity to explore what they are curious about through play.
- ◆ Physical spaces of the environment should be uncluttered.
- ◆ Children should be supported to develop skills in self-regulation.

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Reggio Emilia (continued)

- ♦ Children should be supported to take risks and set their own limits — particularly in outdoor play.
- ♦ Planning experiences should take into account the emergent curriculum through conversations with the children.

[Reggio: Philosophy and principles - The Reggio Emilia Approach: An Enrichment Case Study \(weebly.com\)](http://www.weebly.com)

Curriculum for Excellence

Learners should explain the benefit of the experience to the child through the use of the curriculum:

- ♦ Health and Wellbeing — developing mental, emotional, social and physical wellbeing.
- ♦ Literacy — developing literacy ensures skills in talking, listening, reading and writing.
- ♦ Numeracy — developing skills in number, money, measure, shape, position, movement, and information handling.

Or any other relevant area of the curriculum.

Montessori

Learners should explain the benefit of the play experience to the child through the use of the curriculum:

- ♦ Develops language skills.
- ♦ Develops physical skills such as fine and gross motor.
- ♦ Gaining independence.
- ♦ Developing skills in self-confidence and imagination.
- ♦ Developing skills in persevering with tasks.
- ♦ Developing skills in literacy.
- ♦ Developing skills in mathematical understanding.

Steiner

Learners should explain the benefit of the play experience to the child through the use of the curriculum:

- ♦ Developing social skills.
- ♦ Developing negotiation skills.
- ♦ Breadth of learning through the promotion of personal interests.
- ♦ Developing negotiation skills.
- ♦ Learning to compromise.
- ♦ Development of numeracy skills through experiences such as sorting and matching.

National Unit Support Notes (continued)

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Te Whariki

Learners should explain the benefit of the play experience to the child through the use of the curriculum:

- ◆ Exploration of the four fundamental principles when considering the benefit of the experience; Empowerment, Holistic Development, Family and Community, Relationships.
- ◆ Exploration of the five strands of learning and development when considering the benefit of the experience; Wellbeing, Belonging, Contribution, Communication and Exploration.

Friedrich Froebel

Learners should explain the benefit of the play experience to the child through the use of the curriculum:

- ◆ Play is vital to learning and developing skills.
- ◆ Children should be encouraged to express their interests.
- ◆ Children should learn to take risks.
- ◆ Children should be given experiences which foster creativity and self-expression.

Reggio Emilia

Learners should explain the benefit of the play experience to the child through the use of the curriculum:

- ◆ Develop problem solving skills.
- ◆ Explore what they are curious about.
- ◆ Develop skills in self-regulation.
- ◆ Supported to take risks and set their own limits — particularly in outdoor play.
- ◆ Planning experiences should take into account the emergent curriculum through conversations with the children and their interests.

Learners should be able to describe any relevant care needs to be taken into consideration, such as additional support needs, English as a second language.

Learners should take into consideration alternative means of communication such as:

- ◆ Pragmatic Organisation Dynamic Display (PODD).
- ◆ Picture Exchange Communication System (PECS).
- ◆ Makaton (language programme using signs together with speech and symbols).

National Unit Support Notes (continued)

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Additional Support Needs and Inclusion

Learners should at all times ensure that they are considering any additional support needs a child may have when planning play experiences.

Observations for planning will be very useful in identifying and meeting the needs of a child and/or young person who requires additional support.

Learners should be aware of the inclusion of all children and/or young people in planning experiences.

The following four categories of needs should be considered when planning experiences; Learning Environment, Family Circumstances, Social and Emotional Factors and Disability and Health.

Learning Environment

Highly able children:

- ◆ Encourage reading, foster general knowledge, interactions in social experiences and being able to share their views and opinions.

English as an additional language:

- ◆ Encourage creative thinking and problem-solving skills.
- ◆ Rhymes and songs.
- ◆ Fairy tales.
- ◆ Use of dual language books.

Dyslexia::

- ◆ Enable the repetition of words through rhymes.
- ◆ Promote and understanding of words through singing.
- ◆ Audio books.
- ◆ Encourage creative and visual talents.
- ◆ Learning through play and games.

Family Circumstances

Young Carers:

- ◆ Enable them to talk and share their feelings.
- ◆ Promote social interactions.
- ◆ Support the development of friendships.

National Unit Support Notes (continued)

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Family Circumstances (continued)

Travelling Community:

- ◆ Enable access to culturally relevant reading materials.
- ◆ Promote the history of the travelling community.

Looked After Children:

- ◆ Enable the young person to express their interests.
- ◆ Involve the young person in making decisions.
- ◆ Enable the young person to make friends and develop social skills.
- ◆ Enable the young person to share their feelings and views.

Interrupted Learning (due to illness or travelling abroad):

- ◆ Support transitions in the young person's life.
- ◆ Prepare the young person for any changes.
- ◆ Enable the young person to participate in reading.
- ◆ Build relationships with others.

Social and Emotional Factors

Bullying::

- ◆ Enable the young person to have their voice heard and opinions respected.
- ◆ Involve the young person in making decisions.
- ◆ Enable the young person to share their feelings.
- ◆ Promote the health and wellbeing of the young person.

Social and Emotional behaviour needs:

- ◆ Develop self-confidence.
- ◆ Develop self-esteem.
- ◆ Develop resilience.
- ◆ Build strong relationships with others.

Bereavement:

- ◆ Enable the young person to share their feelings.
- ◆ Involve the young person in making decisions.
- ◆ Maintain a familiar routine.
- ◆ Promote health and wellbeing.

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Social and Emotional Factors (continued)

Restorative Approaches:

- ◆ Encourage the ability to see the viewpoint of others.
- ◆ Encourage the understanding that behaviour affects others.
- ◆ Develop social relationships and skills.

Disability and Health

Language or Speech Disorder:

- ◆ Follow clear and consistent routines.
- ◆ Promote turn taking (snakes and ladders).
- ◆ Enable the child to talk about their day.
- ◆ Hear the spoken word.

Autism Spectrum Disorder:

- ◆ Use simple language.
- ◆ Promote the use of the senses.
- ◆ Use visual cues to facilitate communication such as PODD.

Attention deficit hyperactivity disorder (ADHD):

- ◆ Varied experiences to maintain interest.
- ◆ Experiences which provide space for peace and quiet.

Selective Mutism:

- ◆ Reward communication no matter how small.
- ◆ Promote social interaction with others.
- ◆ Encourage non-verbal interactions.

[What are additional support needs? | Additional support | Parent Zone \(education.gov.scot\)](#)

Outcome 2

Identify the SHANARRI indicators used in observation and planning.

- ◆ Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included.

Learners should be able to describe how each indicator informs observation and planning.

National Unit Support Notes (continued)

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Nurture Principles:

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.

Outcome 3

Learners should be able to describe play preferences, 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 \(sssc.uk.com\)](http://sssc.uk.com/SKAPW9.pdf)

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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.

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)

Learners should be able to explain how knowledge of these play preferences can be used to plan appropriate next steps for children and young people.

Outcome 4

Relevant legislation upholding children and young people's rights should be explored and related to childhood practice, 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.

National Unit Support Notes (continued)

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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 \(www.gov.scot\)](#)
- ◆ Curriculum for Excellence [What is Curriculum for Excellence? | Curriculum for Excellence | Policy drivers | Policy for Scottish education | Scottish education system | Education Scotland](#)
- ◆ Realising the Ambition: Being Me [realisingtheambition \(3\).pdf](#)
- ◆ Scottish Attainment Challenge [Scottish Attainment Challenge - 2022 to 2023 – 2025 to 2026: fairer Scotland duty assessment - gov.scot \(www.gov.scot\)](#)
- ◆ Play strategy for Scotland [Scotland's Play Strategy - Play Scotland](#)
- ◆ Child Centred Play Pedagogy (Realising the Ambition pg 46) [realisingtheambition \(3\).pdf](#)
- ◆ How Good is Our Early Learning and Childcare (2016) [How good is our early learning and childcare? | Self-evaluation | National Improvement Hub \(education.gov.scot\)](#)
- ◆ Scottish Social Services Council [SSSC Codes of Practice - Scottish Social Services Council](#)

Interests:

- ◆ Emergent curriculum.
- ◆ Provocations.
- ◆ Invitations.
- ◆ Responsive planning to interests observed.
- ◆ Child Centred Pedagogy.

[realisingtheambition.pdf \(education.gov.scot\)](#) page 64.

Schemas:

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

Learners should consider the adult role in evaluating practice, which thereby enables them to identify appropriate next steps giving consideration to the individual literacy, numeracy or health and wellbeing targets for the children and young people. Learners should also consider any other relevant curriculum areas where targets have been identified.

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Learners should also consider the role of the adult in supporting children and young people's interactions.

Learners should also consider the role of the adult in offering experiences and the play space used to support this.

Guidance on approaches to delivery of this unit

It will be a requirement of this unit that learners are able to demonstrate practical competences and the application of knowledge and understanding in an early learning and childcare setting or school aged childcare setting.

A named workplace supervisor should monitor candidate progress and should act as a witness to their observations and planned learning experiences.

It is also essential that delivering centres continuously meet with placement supervisors to monitor learner progress. A combination of tutorial support and placement supervision would facilitate candidates' progress through the unit.

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.

An observation exemplar and planning stage exemplar can be found in the appendix of this specification. Learners and assessors could complete these to evidence observations and meet the evidence requirements of the unit.

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.

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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

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Unit template: June 2017

General information for learners

Unit title: Planning for Practice: Workplace Experience (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.

The general aim of this unit is to enable you to develop practice which supports the care, learning and wellbeing of children and young people in childhood practice settings. You will develop an understanding of applying nurture principles, evaluating 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 explore how legislation, policies and guidance can be used effectively in childhood practice settings to enable successful planning in settings in Scotland today. You will 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 Early Learning and Childcare and is a mandatory unit within the National Certificate (NC) Childhood Practice.

This unit contains four outcomes:

1. Identify how the use of an appropriate curriculum can be used effectively in planning to support the care, learning and wellbeing of children and young people.
2. Explain how nurture principles are taken into account when planning learning experiences which support the care, learning and wellbeing of children and young people.
3. Explain how knowledge of children and young people's play preferences can be used to support the planning of learning experiences for children and young people.
4. Evaluate the role of adults in planning next steps for children and young people.

Appendix 1

Childhood Practice: Workplace Experience — Observation Exemplar

Name:	
Observation number:	
Date:	
Mode of observation recording used in setting (Seesaw, Learning Journal):	
Child's name:	
Area of observation:	

Method of observation	Start time	Finish time
Describe the routine/transition that you are observing:		

Observation:

What additional support/care needs are identified during the observation?

Child and/or young person's voice, actions, behaviours:

What did the child say, or do during the activity?

Observation evaluation

Explain how your observation links to the wellbeing indicators (SHANARRI):

Think of the Planning for Learning Cycle; what does this observation tell us about the children and/or young people?

Explain which of the six nurture principles you feel was most relevant to this observation and why:

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.

Following discussions with your mentor, can you identify next steps for this child and/or young person?

Following discussions with your mentor, can you identify a planned activity to support this child and/or young person? This example is based on using Curriculum for Excellence.

Think about how this fits into the Planning for Learning Cycle; what is next in terms of experiences, learning opportunities, resources, routines, practitioner's role?

Identify the experiences and outcomes for planning learning, teaching and assessment that you will use for this activity.

Identify the benchmark you will use to support your professional judgement.

Link your planned activity to the literacy/numeracy/health and wellbeing targets set for this child and/or young person.

Appendix 2

Childhood Practice: Workplace Experience — Planning Stage Exemplar

Name:	
Date:	
Description of activity:	
Age of children:	

Identify the curriculum used for planning, learning, teaching and assessment that you are using for this activity:

Example using Curriculum for Excellence:

I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01a.

Identify the benchmark to support practitioners' professional judgement for this activity (if using Curriculum for Excellence):

Example:

Participates actively in songs, rhymes and stories.

Preparation and resources:

Consider practical resources and preparation of the area to be used.

Health and Safety/Risk assessment:

Consider the safety requirements of the activity, needs of the children, any risky behaviour to consider.

Rights of the child/young person:

Consider how you are embedding children and/or young person's rights in the planning of your activity and how you will promote children's rights during the activity.

Care needs to be considered:

Consider any care or additional support needs of the child/children, including English as a second language, Pragmatic Organisation Dynamic Display (PODD)/Picture Exchange Communication System (PECS)/Makaton.

What would the benefits of this activity be to the child/young person in the following areas?

Literacy:

Numeracy:

Health and wellbeing: Nurture principles:

Or any other relevant curricular area.

Evaluation stage

Evaluate your role during the planning and implementation of the activity:

Consider what you did well and what you need to work on.

Evaluate the experience of the children/young people during the planning and implementation of the activity:

Consider what the children/young people enjoyed, and what they did not enjoy. Did you fully include the children's interests/schemas?

What were the play preferences of the children/young people during the activity?

Consider solitary/parallel/simple co-operative play.

Identify one next step for the children/young people to develop their learning/interests further:

Child's voice, behaviour, actions.

What did the child/young person say, or do during the activity?