

LEARNING ABOUT PLAY

Investigating play through relevant qualifications in Scotland

Appendices



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APPENDICES

1. Childhood Practice BA, BA (Hons) MEd, PGDip and PDA Level 9 Qualifications

The following qualifications are recognised by the SSSC for managers / lead practitioners, there are also other qualifications accepted if registered with another recognised body such as the General Teaching Council of Scotland (See appendix for details). This section, examines the specific qualifications developed from the Standard for Childhood Practice.

These qualifications are:

- BA and BA (Hons) Childhood Practice
- MEd Childhood Practice
- Postgraduate Diploma Childhood Practice
- Professional Development Award (PDA)
Childhood Practice at SCQF Level 9

The BA Childhood Practice:

Is available from the following universities:

1. The University of Aberdeen (also BA Hons)
2. The University of Dundee
3. The University of Edinburgh
4. The University of Glasgow
5. The University of Highlands and Islands
6. The University of Strathclyde (also BA Hons)
7. The University of the West of Scotland (also BA Hons)

Postgraduate qualifications in Childhood Practice are available from

The University of Dundee (New) PGDip

The University of Glasgow, MEd & PGDip

The University of the West of Scotland PGDip

The PDA in Childhood Practice <http://www.sqa.org.uk/sqa/47050.html> Use this link to find a college or approved centre

1. The University of Aberdeen

Table 1.1 The University of Aberdeen BA Childhood Practice and BA (Hons) Childhood Practice

SHE Levels 7-8 (Years 1-2) 3 x 30 SCOTCAT Credit Points (Compulsory Courses) + 2 x 15 SCOTCAT Credit Points (1 Compulsory & 1 Elective) = 5 courses per level

SHE level 9-10 (Years 3 -2) 4 x 30 SCOTCAT Credit Points (Compulsory Courses with element of specialist choice in 2) = 4 courses per level

| Modules | Level | Points | Brief Description |
|--|-------|--------|---|
| ED1504 The Child in Society: Personal and Social Development | 7 | 30 | Students are invited to examine their own attitudes and practices relating to the formation of the child's identity including; the role of nature and nurture, diversity and cultural heritage. |
| ED1505 Child Development and Learning (30) with ED1022 Young Children and Science | 7 | 30 | The student will study underpinning theories of child development and learning, the principles of current good practice in supporting child development and learning and the relevant curriculum guidelines. Awareness of personal values, attitudes and beliefs and their impact on practice and the roles and responsibilities of significant adults in the support of the child's development and learning |
| ED1506 Understanding Personal Effectiveness within your Professional Role | 7 | 30 | The Developing Professional – Compulsory core (3) Students will begin by analysing their own strengths and development needs, studying Theories, concepts and principles including their own beliefs and values. |
| ED1064 Study Skills (15) | 7 | 15 | Personal Research/Enquiry Compulsory core (4) This course will develop the student's knowledge, understanding and skills with regards to effective study techniques |
| ED1068 Creating the Child's Environment (15) | 7 | 15 | Personal Research/Enquiry Compulsory core (4) Knowledge, understanding and skills with regard to creating and maintaining a supportive environment for children in childcare and education settings. How personal attitudes, beliefs and values impact on the environment with an |

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| | | | awareness of underpinning theories of child development. Looking at the ethos, health and safety, space and resources of the environment. The creation of a development plan to achieve change in practice and carrying out a project in practice & valuation of the project and identification of next steps |
| ED2012 The Child in Society: Living and Learning in Families (30) | 8 | 30 | Students will be expected to critically examine their attitudes and practices with reference to core theories, concepts and principles. The focus of this unit is on the complex network of the child and their social environment; students will develop a critical understanding of the diverse nature of family structures, issues relating to supporting children in relation to sensitive issues and the links between theory, policy and practice. |
| ED2013 Principles of Development and Learning (30) | 8 | 30 | Develop the skills required to support the developmental needs of children within their own setting. Students will develop knowledge, understanding, skills and values with regards to child development and the provision of an enriched curriculum in order to meet the needs of the individual child. They will study the principles held by the main theorists, critically examine the curriculum documentation and evaluate and analyse practice in their own setting. |
| ED2014 Management and Administration within an Education and Childcare Setting (30) | 8 | 30 | The Developing Professional – Compulsory core (3) There will be opportunities for students to develop management, administrative and leadership skills and to develop reflective practice with a professional journal. |
| ED2016 Young Children and Science (15) ED2507 Supporting the Health and Wellbeing of Children (15) | 8 | 15 15 | Personal Research/Enquiry Compulsory core (4) Students will further deepen knowledge, understanding, skills and values in critical thinking, Professional enquiry and research. Individuals will develop their research skills and use these to inform their practice and become aware of bias and its implications. |

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| <p>ED3504 Living, Learning and Teaching in Communities (30)</p> | <p>9</p> | <p>30</p> | <p>Bronfenbrenner theory - physical environment, community, including play spaces</p> <p>Ways in which the student contributes to the creation of a stimulating, inclusive learning environment</p> <p>Social construction of childhood / gender roles expressed in play</p> <p>How children are enabled to participate / consulted with / in terms of provision of play contexts</p> <p>Knowledge of family structures and the role of the child in the family. This will develop detailed knowledge of the ways in which communities are constituted and the effects of social policy on the everyday lives of children and their families. Critically investigate the tensions between the ways in which communities define themselves and how they are perceived by others. They will also consider the ways in which children manage the hidden curriculum in formal learning environments and the ways in which they learn to negotiate daily transitions between home and school.</p> |
| <p>ED3505 Effecting Change in Development and Learning (30)</p> | <p>9</p> | <p>30</p> | <p>Audit of 3 curriculum areas & in particular how maths is supported through a range of informal activities (whether this is 3-5 yr. olds or after - school groups.</p> <p>Piaget- value of role-play</p> <p>Vygotsky - scaffolding - using play experiences to support language development</p> <p>How children learn through play in a pre-school environment and how to be able to justify this approach to others</p> <p>Laevers theories of involvement / engagement & emotional wellbeing through observations and comparisons of child-chosen / adult-directed activities</p> |

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| | | | <p>Comparison of other international play based curriculum models</p> <p>Ensure a detailed knowledge and understanding of child development and links between theory and practice. It will also develop an understanding of how to effect change in practice to ensure quality provision. Students will study some of the current research to develop detailed knowledge and will plan and implement changes and monitor and evaluate the impact on children's development and learning</p> |
| <p>ED3506 Interdisciplinary Approaches within Early Education and Childcare (30)</p> | 9 | 30 | <p>The Developing Professional – Compulsory core (3) deepen their understanding of their professional roles and responsibilities through study of the concept of quality and equality, examination of current policy, alternative and inter-disciplinary or multi-agency approaches and critical analysis of their own practice.</p> <p>values and attitudes communicated by staff to children about activities (within the context of management of staff / resources / environment)</p> <p>Analysis of videos of staff working with children</p> <p>Personal skills audit through video recording of interaction between student/ children</p> |
| <p>ED4506 The Reflective Practitioner (30)</p> | 9 | 30 | <p>Personal Research/Enquiry Compulsory core (4) Students will be expected to search for relevant literature to inform the content and process in a chosen area of practice. They will review research methods and strategies</p> <p>Appropriate to small scale research and identify a suitable area for their own research and implement this. often as a result of the personal skills audit of the preceding unit, where the student wishes to continue with an identified aspect of practice with children</p> |
| <p>BA(Honours level) optional</p> | | | |
| <p>ED4504 Global Citizenship:</p> | 10 | 30 | <p>Independent study relating to international</p> |

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| <p>(30)</p> <p>Unit 1: Children on the Move</p> <p>Unit 2: Growing up around the world</p> | | | <p>perspectives of community and social policy. Students will critically consider the impact of increasing mobility of families, the effects of dislocation on wider family networks and to undertake comparative study of their own settings with those in other parts of the world.</p> |
| <p>ED4505 Personal Enquiry in Child Development and Learning (30)</p> | <p>10</p> | <p>30</p> | <p>Extend professional development of a specialism through personal study of a self-chosen aspect of child development and learning. Comparative approaches to development and learning will be carried out They will plan and implement an in-depth context study of one area of child development and learning and explore and justify professional values and beliefs in order to promote original, creative thought.</p> |
| <p>ED3509 Research and Enquiry: Informed Perspectives (30)</p> | <p>10</p> | <p>30</p> | <p>Students will write a paper on a chosen theme or topic to conform to the requirements of a chosen journal. In order to do this they will demonstrate the ability to analyse a variety of journals for literature, format, content and style</p> |
| <p>ED4509 Research and Enquiry In Action (30)</p> | <p>10</p> | <p>30</p> | <p>Research project</p> |

Source for University of Aberdeen course information abridged above, email correspondence, website, and also all the elements relating to play are indicated within the matrix for the SSSC Standard in the course handbook.

2. The University of Dundee

2.1 The University of Dundee BA Childhood Practice

Participants complete 6 [20] credit modules at Levels 7/8 and 4 [30] credit modules at Level 9.

| Modules | Level | Points | Brief Description |
|--|-------|--------|--|
| My Professional Development | 7 | 20 | This module is part of induction to the programme which all students complete and the task is outdoor learning. |
| Perspectives on Childhood | 7 | 20 | This module will support and encourage the exploration and development of an understanding of how children's development is influenced by their immediate family and family circumstances. The roles and responsibilities of educators, as significant adults, involved in supporting children's development and learning shared between home and setting, are central to this module. |
| Observing Children's Learning | 7 | 20 | This module will support and encourage you to explore and develop an understanding of play as a medium for long-lasting learning. Practitioners should develop an understanding of the powerful contribution which play can make to children's development and learning. The ability to identify and extend learning through play is a key skill for practitioners working with children of all ages. In order to identify and extend learning through play, practitioners must develop strategies in observing and assessing individual children within their own setting. An understanding and awareness of how this can be used to inform practice will support practitioners to develop a clear understanding of children's learning and their own role within that process. |
| Creating the Child's Learning Environment | 7 | 20 | The environment in which a child learns and develops is the shared responsibility of all educators across a range of disciplines. The learning environment needs to also be responsive to the child's <i>interests and dispositions</i> to support the child. Practitioners will engage with current |

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| | | | thinking and debates about environments which promote learning. |
| Getting it Right for Health and Wellbeing | 7 | 20 | Personal, social and emotional development are key aspects of the health agenda that contribute to young people's mental and physical wellbeing which can significantly influence their ability to learn and develop to their optimum potential. Students will develop further their knowledge and understanding not only of the important techniques of observation but also the significance of documented evidence in planning for future learning and development. |
| Professional Project | 7 | 20 | This module is to enable you to synthesise your learning from level 7. |
| Reflective Action Planning | 8 | 20 | You will be expected to show an understanding of the model of reflective action planning in your personal professional development; demonstrate a practical understanding of inquiry skills and discuss the theory and application of reflective practice. |
| Children and Society | 8 | 20 | As families and communities change under societal influence, practitioners will be required to consider their views on the child as an active participant in social relationships and learning. Childhood practitioners must therefore be knowledgeable about new and postmodern perspectives on childhood. They need to evaluate the impact of society and culture on the child and their own values, attitudes and principles in practice. |
| Developing Learning Opportunities and Experiences | 8 | 20 | Sets out to challenge and develop participant's principles and philosophies of learning, encouraging critical reflective practice and collaboration, which will lead towards developing a shared vision. Lead practitioners/managers will be expected to co-ordinate and lead the provision of balanced and flexible programmes that support play and learning opportunities and encourage children to be healthy, active and achieving. |

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| Creativity and Self Expression (optional) | 8 | 20 | Young children show through various forms of representation how they are making sense of their world. Through self-expression in its different forms: imaginative play; role play; dance; drawing; painting and modelling children show their thought processes, their own creativity, their feelings and emotions and their dispositions to learning. This module aims to support participant in understanding the importance of creativity and self-expression in a child's development and learning. |
| Challenging Behaviour (optional) | 8 | 20 | The necessary knowledge, skills, and attitudes to enable a more effective response to children's challenging behaviour. It also supports participants to develop an understanding of the needs of families in order to provide support to families and children who experience difficulties associated with challenging behaviour. |
| Diversity and Inclusion | 8 | 20 | Participants will interrogate the meaning and impact of inclusion on their setting. The module encourages you to demonstrate a commitment to inclusion, diversity, social justice, anti-discrimination and protecting and caring for children. |
| Literature Review | 8 | 20 | The project will focus on the aspect of transitions and you will develop a question on this topic. You will then undertake a review of the literature which would inform research based upon your question. As a culmination of your studies at level 8 you will be required to apply all you have learned about critical reflection and analysis. |
| Managing and Leading Quality Effectiveness | 9 | 30 | The assessment will explore current leadership and management theory and practice appropriate to childcare settings. You will plan, prioritise and organize at strategic and operational levels to include personnel, budgets, physical environment and resources. |
| Pedagogical Perspectives | 9 | 30 | The module will address how theory and policy define particular pedagogical approaches, which in turn create learning experiences. It explores the |

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| | | | <p>implications of changing pedagogies for the curriculum; its content and delivery. It also considers strategies to promote play and creativity.</p> <p>The assessment will allow you to consider how your own values, attitudes and principles influence the construction of your pedagogical approach. Evaluation of literature will allow you to provide a critical analysis of pedagogical approaches with emphasis on: play and creativity. You will also be expected to consider how your new knowledge and understanding of pedagogical perspectives impact upon your professional practice.</p> |
| Planning Action Research | 9 | 30 | <p>To develop the theoretical and practical understanding which is required to plan an action research project. You will analyse, evaluate and summarise relevant literature using appropriate research methods. You will also critically evaluate your professional development throughout the planning process.</p> |
| Implementing Action Research | 9 | 30 | <p>This follows directly from the Planning Action Research module, where the knowledge and understanding of the topic, research skills and critical reflection have culminated in the design of an action research project.</p> |

2.2 The University of Dundee Postgraduate Diploma Childhood Practice

"New development: PG Dip Childhood Practice ...here are 4 modules of 30 credits. One of the modules is on Play: Leading Learning through Play. I have attached the module specification and rationale." (Email correspondence, University of Dundee, 2014)

University of Dundee: Leading Learning through Play - Module Specification

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| Module title | Leading Learning through Play |
| College | CASS |
| School | Education, Social Work and Community Learning and Development |
| Credit rating: level, no. of credits | SCQF Level 11 30 SCQF |
| Aims | <p>The module is designed to enable participants to:</p> <ul style="list-style-type: none"> • develop a critical understanding of play from an historical perspective; • critically analyse current standards, policies and principles in a contemporary context to lead and facilitate enriching learning experiences for children and young people; • critically examine leadership within the environment and within the realms of relationships; • investigate how to lead and manage with a understanding of national and local standards, frameworks and initiatives; • gather data from practice that is based on sound theoretical knowledge and understanding; • Evaluate the importance of supporting play in relation to the holistic development of children. |
| Intended learning outcomes | <p>Upon completion of this module students will be able to demonstrate their:</p> <ul style="list-style-type: none"> • enhanced professional knowledge and understanding of play and underpinning theory; • ability to analyse and evaluate a range of national and international literature on play and pedagogy; including national standards and curricula; • ability to critically analyse the concept of play in relation to contemporary child development; • ability to lead and manage environments which encourage caring, safe and nurturing relationships for children; • ability to lead and manage the provision of flexible programmes facilitated by an inclusive, collaborative approach; • ability to lead and manage programmes which enable flexible planning and recording of children's progress which integrates with national and local guidelines; • Ability to critically evaluate how their knowledge and understanding of play impacts upon their own professional practice. |

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| | All statements of Intended Learning are linked to the SSSC Standard for Childhood Practice and SCQF Level 11 characteristics. |
| Indicative content | <p>The module will address the following aspects:</p> <p>Unit 1: Historical Perspectives on Play (*4.3)</p> <p>This unit will explore and contextualise play in a contemporary learning environment. Facilitating various types of play, learning opportunities and experiences will be examined.</p> <p>Unit 2: Standards, Policies and Principles (*3.2)</p> <p>This unit will explore the range of organisational frameworks currently used to support play. There will be a focus on a range of play principles and policies, which influence the way in which play is led and initiated by children.</p> <p>Unit 3: Leading Environments and Relationships (*4.1 and 4.2)</p> <p>This unit will encourage students to create responsive and dynamic environments both indoor and outdoor spaces for play. It will consider the way in which children respond to their learning environments. The unit will explore the influence play has on smooth transitions and how it promotes secure relationships. How managers and leaders observe, communicate and listen to children through their play will be analysed.</p> <p>Unit 4: Supporting Children through Play (*4.3 and 4.4)</p> <p>This unit will encourage students to plan, implement and justify balanced and flexible programmes. The student will define and consider their own values and attitudes in relation to play and the contribution it has on children's learning and development. The unit will explore how children's development can be assessed and scaffolded through play.</p> <p>*QAA Scotland: The Standard for Childhood Practice (2007)</p> |

3. The University of Edinburgh

3.1 The University of Edinburgh BA Childhood Practice

| Modules | Level | Points | Brief Description |
|--|-------|--------|---|
| Children and Childhoods (20) | 8 | 20 | <p>This course asks you to question your assumptions about childhood;</p> <p>Childhood Studies (e.g. child psychology, disability studies, ethnicity studies, gender studies and the sociology of childhood).</p> <p>While “play was not a formal part of the lesson, but we have touched upon how play is conceptualised and has been studied by different theorists (e.g. Froebel, Montessori, McMillan, and the Opies). This was brought alive with a few practical examples, e.g. by bringing in autumn leaves and chestnuts one day.”</p> |
| Children and the Family (20) | 8 | 20 | <p>This course covers the latest innovation in Child/Family Development (e.g. care, nurturing, play development and supporting parents/children, supporting parents and children, child and family legislation, child protection, child and family rights):</p> <p>Some of the readings touched on aspects of play; but mainly from a theoretical point of view, (e.g. the playground as panopticum, or readings on how play and children's freedom are restricted through increasing surveillance, control and stranger danger hypes).</p> <p>In class discussions, practical examples of play were more prevalent, especially how different forms of play could be encouraged by practitioners (e.g. in forest schools, through creating children's spaces etc.).</p> |
| Childhood Studies Work Based Learning 1: Professional Development | 8 | 40 | <p>This course enables you to evaluate your own role in a childcare work setting (e.g. after school club, nursery or other childcare role).</p> <p>On the Childhood Studies Work-based Learning</p> |

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| | | | course, there is one session on the Play Strategy and students learn about management in play settings. |
| Children, Education and Social Justice | 8 | 20 | This course covers issues around social identities (e.g. gender, age, disability, social class etc.) and Education Studies (e.g. curriculum development, social justice and equity in education) |
| Children's Health and Well-Being | 8 | 20 | This course covers issues around children's health, education and social justice. Child and Family Health Education (e.g. health care, child development, health and illness and play). |
| Childhood Studies Work Based Learning 2: Organisational Development | 10 | 40 | Year 3 builds on Year 2 by asking you to further investigate your role in the work place, particularly in relation to teamwork and working with others in organisations. Management and Organisational Behaviour (Professions and professionalism, Organisational structures and cultures, and managing change and conflict within organisations). On the BA Childhood Practice we also ask students as part of their assignment to find policies on play that relate to their work place, analyse them etc. |
| Childhood Practice Project | 10 | 40 | This course asks you to carry out a piece of research |
| Integrated Working in Children's Services | 10 | 20 | This course covers interagency and collaborative working, working in partnerships; |
| Children's Rights | 10 | 20 | This course covers the latest innovation in Children's' Rights (child and family legislation, child protection, child and adult rights); Should children have the same rights as adults? How do you talk to a seven year old? How do you protect children? How effective are services for children and their families? Are children's rights just a Western luxury? |

Table compiled from the from the University of Edinburgh Childhood Practice website pdf and email

4. The University of Glasgow

4.1 The University of Glasgow BA Childhood Practice: 2013-14

| Core Modules | Level | Points | Brief Description |
|--|-------|--------|--|
| E-learning Developments and Communication | 8 | 20 | Core: This course aims to explore the impact of new technologies on childhoods and on learning from both a theoretical and a practical perspective provide opportunities for personal and collegiate professional development through the use of e-learning including the use of online learning communities. |
| Standard for Childhood Practice | 8 | 20 | Core: Provide a platform for learners to establish a flexible pathway for recognition of their previous learning, as well as preparing a personal learning plan matched against the Standard for Childhood Practice. Encourage learners to develop a critical and self-analytical approach to their current and future professional development needs. |
| Planning a Project | 8 | 20 | Core: Help participants focus on an analysis of their setting and its capacity for change and improvement, Introduce some of the key strategies and dilemmas involved in change for improvement. |
| Practice Placement | 9 | 20 | Core: Provide opportunities for students to develop the knowledge, skills and values of the overall programme in a practical setting. Encourage critical reflection on practice, leading to improved practice. |
| Taking Action and Making and Intervention | 9 | 20 | Core: Explore and use a range of strategies to support setting evaluation and improvement. Develop skills involved in action research with particular reference to analysis of capacity for change, interpretation and use of improvement data, and evaluation of the impact of change. |
| Leadership Management and Professional Values | 9 | 20 | Core: Develop knowledge and understanding of leadership and management theory and practice as it applies in various childhood practice settings. Engage learners in reflective learning by reflecting on, evaluating and applying experiential learning in professional, occupational and workplace contexts. |

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| Sustaining and Communicating improvements in practice | 9 | 20 | Core: Develop a critical understanding of the improvement cycle and appropriate context based strategies to achieve improvement in the setting, Explore national and local influences which contextualise and impact upon improvement in childhood practice settings. |
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Students can study the following courses to complete the 360 SCQF credits required to complete the degree.

| Additional Modules | Level | Points | Brief Description |
|---|--------------|---------------|--|
| Self-evaluation and Quality Management | 8 | 20 | Optional: Enable participants to critically evaluate the development and implementation of quality management systems in childhood practice. analyse the issues relating to the alignment and integration of quality, environment and health and safety systems and evaluate the benefits and limitations of auditing types. |
| Global Perspectives key issues and Debates | 8 | 20 | Optional: Develop students' wider world perspective in the study of childhood by exploring the theory, practice and outcomes in provision of childhood services in a range of contexts. Enable students to compare and critically review a number of types of childhood practice provision in Europe, North America, Australasia and the Developing World. |
| Key issues and debates in contemporary childhood | 8 | 20 | Optional: Encourage a critical understanding of current issues in childhood practice. Enable learners to contribute creatively and critically to developments within the field of childhood practice such as definitions of quality; additional support needs and inclusion; children's rights; parental involvement; provision for under-threes; integration of children's services; professionalisation of practitioners; cultural diversity; globalisation and so on. |
| Social and Cultural Contexts of Childhood | 9 | 20 | Optional: Introduce learners to the study of childhoods as they are constructed and practised in different social, cultural and economic settings. Explore the concepts of the child in society, children's participation in society, children's ways of |

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| | | | coping with violence, child play and child labour. |
| Multi-Professional Collaboration in Children's Services | 9 | 20 | <p>Optional: This course aims to:</p> <p>Enable participants to reflect upon their own attitudes, behaviour and inter-personal skills as key factors in developing successful collaborative practices.</p> <p>Identify issues in collaborating across the whole field of childhood practice and enable participants to develop an understanding of the difficulties related to this.</p> |

4.2 The University of Glasgow Postgraduate Diploma in Childhood Practice 2013-14

Students require 120 SCQF credits at level 11 to qualify with the PGD in Childhood Practice; all students must complete the courses below.

| Modules | Level | Points | Brief Description |
|---|-------|--------|---|
| Building a Professional Learning Community | 11 | 20 | Through critical reflection and reading students will develop an understanding of the concepts and principles of leadership and collegiality. Through self-evaluation and reflection, students will identify areas of development and strength to enhance their leadership skills in a collegiate environment. |
| Leading Improvements in Childhood Practice | 11 | 20 | To explore the role of managers/lead practitioners in leading change and improvement. To develop and critically appraise leadership skills in a change-orientated approach to leadership. |
| Practice Placement A | 11 | 20 | Provide a practical opportunity for students, within their own setting, to apply and critically reflect on theory and knowledge developed within the programme. |
| Contemporary Perspectives on Children and Childhoods | 11 | 20 | Enhance students' understanding of contemporary theories and concepts of childhood. Raise the general level of knowledge and understanding of the rights of the child, particularly as defined in the UN Convention on the Rights of the Child (1989). |
| Practitioner Enquiry | 11 | 20 | Develop the ability to access and critically review relevant literature (information literacy). Develop the capacity to evaluate and use research in making educational decisions. Introduce research skills – including qualitative and quantitative methods of enquiry, data collection and analysis. To increase awareness of ethical issues in conducting practitioner research. |
| Practice placement B | 11 | 20 | Provide opportunities for students to develop the knowledge, skills and values of the overall programme in a practical setting that operates within the principles of integrated children's services & give students the experience of working in a setting that is not their day-to-day workplace. |

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| MEd Childhood Practice | | | Further year of part time study. |
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In order to gain credit for each of the courses a candidate must have attained a grade D or better after two attempts. Any student wishing to continue to study to attain a Master Degree must attain a minimum of a C level grade. (Source, University of Glasgow, website and correspondence, 2014).

5. The University of Highland and Islands (UHI)

5.1 The University of Highland and Islands (UHI) BA Childhood Practice

| Core Modules | Level | Points | Brief Description |
|--|-------|--------|--|
| Practitioner Research in Childhood Practice | 8 | 20 | Practitioners investigate an area of development, within their setting, by learning and using investigative action research principles. |
| Managing Quality in Childhood Practice | 8 | 20 | Critical understanding of Quality Improvement issues in Childhood Practice. It will focus on current theories of play underpinning 'best practice' and provision in both the Early Years and Playwork sectors and enable students to evaluate a managerial role, policies and Quality Assurance mechanisms within their own Childhood practice setting. |
| Integration, Collaboration and Professional Childhood Practice | 8 | 20 | Collaborative process, multi agency working and theories are explored, in context of current legislation and policy, and theoretical perspectives. Students then demonstrate understanding and deliver knowledge and skills in their own workplace. |
| Developing Leadership and Management in Childhood Practice | 8 | 20 | The module introduces students to both theoretical and skill-based issues related to leadership and management in childhood practice. The study material examines a range of theoretical approaches to leadership and management and gives students the opportunity to reflect on their own practice in the context of their own workplace setting. |
| Coordination, Partnership & Integration in Childhood Practice | 9 | 20 | Structured and guided analysis of international, UK-wide and Scottish policy, research and practice paradigms on services for children and families. Students critically analyse underpinning theories and research documents on social policy, social capital, ecological systems, child development, and relevant national and local policy documents including leadership issues and management strategies. |
| Promoting Children's Rights and Inclusion in Childhood Practice | 9 | 20 | The module explores issues of children's inclusion and participation, in a context of the relationship between the rights and responsibilities of children, parents and the state. It will build on the significance of the UNCRC and its expression within the current Scottish legislative and policy frameworks. Key issues will be the role of managers and childhood workers in promoting inclusion, participation, non-discriminatory practice, child safety |

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| | | | and the ethos of all children achieving their potential. |
| Leading and Managing Quality Services in Childhood Practice | 9 | 20 | The module will introduce students to theories of organisation and management and adopt a problem-based approach to exploring the management of human, physical and financial resources .Students will analyse and investigate case studies of policy and practice development and explore the knowledge, skills and strategies required for effective leadership. |
| Developing a Childhood Practice Workplace Project | 9 | 20 | Adopting an enquiry-led and evidence-based approach to professional development and professional practice are recognised as key features of personal and organisational change. Planning and implementing an effective workplace development requires consideration of key purposes, desired outcomes, key processes and an effective action plan. |
| Managing a Childhood Practice Workplace Project | 9 | 20 | Upon successful completion of “Developing a Workplace Project”, this module involves students undertaking an enquiry led project within a relevant workplace environment. The research dimension of the workplace project should examine the nature of evidence, generate worthwhile questions, critically research key issues and seek answers of relevance to their own workplace context. |
| Contemporary Issues in Childhood Practice | 9 | 20 | This module will respond to developments in the context of education and childcare policy and practice to enable students to apply new knowledge and skills in their workplace, this will include topics on: <ul style="list-style-type: none"> • New policies and innovative practice • New research findings in learning theory, play and active learning • European and other perspectives • The development of the reflective practitioner |

5.2 Case Studies: UHI Details of modules specifically including play theory

| Module Title | Level | Points | Content |
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| Managing Quality in a Childhood Practice Setting | 8 | 20 | <p>Defining quality.</p> <p>Sector and National Standards, values and principles within Early Years Education and Playwork.</p> <p>Play and Playwork theories – play taxonomies: ‘cycles’ of play and play behaviours; benefits of play and impact of play deprivation; Hughes’ evolutionary view of play.</p> <p>Influences on Curriculum for Excellence – ‘Building the curriculum’ guidelines; active learning; developing the four capacities; progressing from ‘pre-Birth to Three’.</p> <p>Quality provision – the play environment and the adult role – theory into practice within Childhood Practice settings:</p> <ul style="list-style-type: none"> • Loose parts, risk and flexibility in play space • Outdoor environments / natural spaces • Adult intervention in play (a hierarchy), responsiveness and managing risk • Quality Assurance, Legislation, National Guidelines and Regulatory Bodies • GIRFEC, Early Years Framework, Curriculum for Excellence • Care Inspectorate, HMIE and SSSC; inspection mechanism • Quality Indicators – Playwork, Child at the Centre • The role of manager within Childhood Practice – meeting the Standard for Childhood Practice; extent and focus of remit • Self-evaluation and reflective practice; quality improvement |

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| <p>Contemporary Issues in Childhood Practice</p> | <p>9</p> | <p>20</p> | <p>Outcome 1</p> <p>Review and critically analyse a range of current key policies / initiatives relevant to working with the 0 – 18 age group in use in Scotland today e.g. <i>Birth to 3 / ACE / AifL/ Early intervention / Playwork etc.</i></p> <p>Investigate current research in learning theory relevant to early years and childhood e.g.: <i>learning styles/ emotional intelligence and literacy /thinking and metacognition / creativity / digital literacy / compound flexibility</i></p> <p>Outcome 2</p> <p>Investigate theoretical perspectives and current research on Play and Active learning in the early years and childhood e.g.: <i>contemporary theory/ play and culture.</i></p> <p>Critically review the principles and practice of Play and Active Learning across the age range with reference to current frameworks, the playwork strategy and current qualitative research e.g. <i>play based pedagogy, inclusion and psycholudic / therapeutic playwork.</i></p> <p>Outcome 3</p> <p>Investigate European and other perspectives and consider the relevance of ideas in the provision for children Birth to 3 / 3 to 8 / 8 to 18 e.g. <i>Play / children as learners and thinkers / evaluating the Practitioner role/ Relationship between theory and practice.</i></p> <p>Evaluate how research and reflection on European and other perspectives can inform practice.</p> <p>Outcome 4</p> <p>Develop an understanding of terminology and theoretical ideas related to key aspects of evidence based practice and reflection.</p> <p>Debate the possible impact on practice of current issues identified from reading and research.</p> <p>Critically analyse the concepts of evidence based practice and reflection in the context of your own practice.</p> |
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6. The University of Strathclyde

6.1 The University of Strathclyde BA (Hons) Childhood Practice

| Modules | Level | Points | Brief Description |
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| Academic Literacy, Communication and Professional Values | 8 | 20 | In a context of increasing integration of care and education services, and play work provision, workers are coming into contact with a wider range of professionals. This module seeks to enhance students' range of oral, written and electronic communication skills in a range of contexts and situations in order that they can take full advantage of the learning opportunities on the course and become more effective communicators. |
| Contemporary childhood: a sociological exploration | 8 | 20 | This module will provide a sociological exploration of childhood from an ecological perspective. Students will investigate the socially constructed nature of childhood, influences on families today, childhood inequalities and the implications for early childhood practice. Key themes and topics are the 21st century context of childhood; children's rights agenda; differing perspectives on families; features and influences of neighbourhoods and communities; and, the development of social policy. |
| A Child's World: Experiences in Learning Environments | 8 | 20 | The central tenet running throughout the module is an exploration of the ecological environment from the perspective of the child. It focuses on children's agency in contributing to their experiences by considering the ways that children can interact with resources and space while using their own creativity to develop playful learning experiences. Thus, the module will focus on two overarching themes: the ecological environment and the child's role in shaping their experience. An additional focus on creativity and imagination will run throughout the module and across these two areas. |
| Playful Pedagogies: Children as Thinkers | 8 | 20 | This module will promote students' understanding of playful pedagogies and the impact of these on children as thinkers, including the significance of play to children's thinking and to the development of positive learning dispositions for children of all ages. The ways in which pedagogical practices shape the play experiences of children in a variety of settings will be explored. The |

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| | | | <p>influence of culture on play repertoires will be considered, including play experiences in families and communities.</p> <p>Play is often perceived as an activity which is child-led, spontaneous and intrinsically motivated while pedagogy is often defined as the strategies and approaches used by adults to support the processes of teaching and learning. (Rodgers, 2011). The role of the adult in sensitively supporting and extending children's thinking during play is a crucial aspect to be investigated.</p> |
| Emotional & Social Development: Foundations for learning and health | 8 | 20 | <p>This module will introduce emotional and social development in children, examining contemporary theory and research in psychology, biology, and neuroscience. It will present a coherent account of the developing social and affective mind of young persons as the foundations for conceptual and cognitive developments made in learned participation with attuned and caring others.</p> <p>Attention will be given to developing reflections and awareness of one's own childhood practice in the workplace in context of new theory and knowledge. This module will be 'intertwined' with the module below.</p> |
| Children's Emotional and Social Development: Observation and working with children in practice | 8 | 20 | <p>Theory and data on emotional and social development and learning cognitive skills and capacities will be explored in-depth with observations of children's lived inter-personal engagements in the workplace, and where possible, in the family. Altogether, these two module present a coherent and comprehensive account of early emotional and social development its importance as foundations for learning and health, and how best to engage with children and their communities to support development.</p> |
| Leading Innovation and Change | 9 | 20 | <p>This module is designed to enable childcare practitioners to meet the Childhood Practice Standard. This module will focus on the skills required by lead practitioners in deciding on innovative change and leading and supporting staff teams through this change. This module will respond quickly to changes in the context of education and childcare policy and practice to enable students to be up to date and topics for</p> |

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| | | | discussion may therefore vary from year to year. |
| Leading People: Managing the Professional Self and Others | 9 | 20 | This module will extend the students' management and leadership knowledge, skills and attitudes to consider how to effectively manage people with whom they work in teams where they adopt a responsibility, formal or otherwise. They will look at theory and practice in leading others and on the interpersonal and self-management skills that they require to fulfil this effectively. The module will also build upon personal development review practice commenced in Year 1 to reflect on their growing professional impact over the degree. |
| Exploring Research Methods in Childhood Practice | 9 | 20 | This module draws on relevant theory and literature to explore a variety of research methodologies and associated ethical issues. It will enable students to frame their project considering current social, political and educational contexts, while supporting them to evaluate, design and justify various forms of educational research. Ultimately, the module intends to promote knowledge and develop a critical understanding of Childhood Practice educational research. |
| Children's Rights and Working in Multi-Professional Teams | 9 | 20 | The overall intent of the class is to provide a critical and contextualised framework for the promotion of an awareness of children's rights and the importance of a multi professional approach in practice. Thus, practitioners will be able to utilise a conceptual framework, which reflects contemporary policy, current research in childhood development, and socio-cultural contexts for effective practice, assessment and intervention in the care and protection of children. |
| Managing and Supporting Children as Active Learners | 9 | 20 | This module will draw on theory, contemporary literature and research to provide students with the opportunity to gain knowledge and understanding of the influence of the adult's role in managing and leading play based pedagogy. It will introduce students to contemporary theories of the adult's role in supporting and developing active learning. This includes Vygotsky's view that play precludes learning and brings in the theory of sustained shared thinking. |
| Leadership and Management | 9 | 20 | This module will provide a structured and supported |

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| including Issues of Quality | | | introduction to leadership and management theories in a variety of contexts and at a variety of levels. It will explore how quality is conceptualised and evaluated by lead practitioners in relation to children's services. |
| Cross Cultural Perspectives on Childhood Practice | 10 | 20 | (Hons) level in development |
| Option a: Pre Birth to Three | 10 | 40 | (Hons) level in development |
| Option b: Early Childhood | 10 | 40 | (Hons) level in development |
| Option c: Growing Up: later childhood | 10 | 40 | (Hons) level in development |
| Exploring Professional Values | 10 | 20 | (Hons) level in development |
| Dissertation | 10 | 40 | (Hons) level in development |

7. The University of the West of Scotland (UWS)

7.1 The University of the West of Scotland (UWS) BA Childhood Practice, BA (Hons) Childhood Practice & Graduate Diploma Childhood Practice

Entry requirements BA: Applicants will have completed SCQF Levels 7 and 8 via a mixture of RPL and taught SCQF Level 8 units agreed prior to commencing third year.

Graduate Diploma: Relevant degree and practice qualification for entry

This is essentially the same two-year part time course for both sets of students, as it is positioned at level 9 throughout. There is also the opportunity to take further level 10 modules to obtain BA (Hons).

| Modules BA and Grad Diploma (Core) | Level | Points | Brief Description |
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| Reflective Planning | 9 | 20 | <p>This module supports the learner at entry to Level 9 in the awards BA Childhood Practice and Graduate Diploma: Childhood Practice. This will be the first module students undertake and is intended as an introduction to the course.</p> <p>Initially the module focuses on the criteria, which describe the Standard for Childhood Practice. Students will consider the evidence they have to support their analysis of previous/current learning and experience and will critically evaluate this in relation to childhood theory and work practice.</p> |
| Leadership and Management | 9 | 20 | <p>This module will develop students' professional knowledge and critical understanding of the principles, theories and concepts of leadership and management practice, relevant for their role in democratic and distributed leadership and the creation of a learning community. This will be achieved through critical examination of discourse on management and leadership. E.g. planning, teamwork, quality enhancement, collaboration, change management, business processes.</p> |
| Leading Learning | 9 | 20 | <p>It begins by the examination of the concept of early childhood care and education (ECCE) which is acknowledged in international reports as a holistic approach to service provision, which takes place in the</p> |

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| | | | <p>home, the establishment and the community. The influences on the concept of childhood and the child are examined and related to relevant theories from developmental psychology. The module focuses on the development and learning of children from before birth to six years, examines current Scottish Government guidelines for learning and curriculum.</p> |
| Developing Integrated Working | 9 | 20 | <p>The module will focus initially on the professional roles, responsibilities, attributes and approaches to working with other professionals and agencies leading to the integration of children's services and how this will build the capacities of individuals, families and communities. The module will analyse practice in early childhood centres, to inform the students practice in collaborative working and in leading the provision of environments that are safe, secure, nurturing, and inclusive and which support children's progress.</p> |
| Promoting Learning | 9 | 20 | <p>Focuses on the development of children 6-16. Examines international and national approaches to statutory education and in particular the factors historical, economic, cultural, social and political, which have shaped policies and the nature of childhood. Evaluation of approaches to in school learning through examination of current curriculum documents e.g. Curriculum for Excellence and e.g. Assessment is for Learning, active learning, skills for work and skills for life. Effective transition arrangements within and between early years and school stages and models and best practice e.g. Reggio, New Zealand.</p> <p>The module will look at wider models of education e.g. out of school learning, community learning, family learning. This will examine the role of involving parents in their children's learning. Examination of play work theory of and development and practices such as play frames, psycholudics, the play cycle and the role of out of school care.</p> |
| Qualitative Research Methods | 9 | 20 | <p>The module will focus on qualitative research methods, which will involve mainly forms of interviewing and data analysis. In addition, observational methods will be covered. Reference will be given to document analysis. The data analysis will be based around the idea of</p> |



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| | | | themes and discourse. The module will develop knowledge and skills in data presentation and of professional values which will arise in connection with the SERA & BERA codes on ethics |
| Honours level (optional) (7.2) | | | Honours level (optional) (7.2) |
| Honours Dissertation (Core) | 10 | 40 | This module aims to guide practice through developing critical analysis, evaluation and synthesis of available evidence. Beginning with a systematic review of literature pertaining to one specific area, including critical reflection upon current policy debates relevant to their field of practice, the module will culminate in an research exercise in a related setting. |
| Participation and Children's Rights (Core) | 10 | 20 | This module provides an understanding of UK and International Policies on the Rights of the Child (UNCRC). Including how children's actions are determined when they participate in active decision- making. Students will be able to focus on how participation relates to issues of inclusion and how taking account of the voices and views of vulnerable and minority groups is critical. They will investigate and evaluate some of the different methods employed to enable participation of young children, highlighting the central role of play. Finally, it will consider children as active researchers. |
| Supporting Professional Development (Core) | 10 | 20 | Students will consider current literature and theory associated with supporting professional development to evaluate its role in organisational development. They will evaluate the role of professional development in relation to organisational cultures 'learning organisations' as well as in relation to relevant quality enhancement frameworks. |
| Play and Pedagogy 0-16 (Optional) | 10 | 20 | People; in their homes, nurseries, schools and communities This module aims to expand the student's understanding of the impact of playful pedagogies on the child as an active agent in their learning, motivation and development of positive learning dispositions. Consideration of the heterogeneous nature of children's everyday lives will expand the student's knowledge of children's geographies and the resulting consequences |

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| | | | <p>for the development of resilience and wellbeing.</p> <p>Students will have the opportunity to explore contemporary research and theories in relation to the importance of play in the development of cognitive and emotional functions. Lester and Russell (2008) supported the concept of play as a factor in increasing the flexibility of the brain and thus improving potential for learning later in life.</p> <p>The importance of play and the child's right to play is enshrined in the UN Convention on the Rights of the Child and the module will allow students to critically reflect on how this has directed the development of national policy and frameworks for learning in Scotland, e.g. Play Strategy for Scotland: Our Vision (2013) and Early Years Framework (2009)</p> <p>The module aims to develop students' critical awareness of the complex nature of the circumstances and environments for children's play and explore the different contexts in which play occurs.</p> |
| Current Childhood Policy and Practice (Optional) | 10 | 20 | <p>Will look at the political landscape and its influences on current legislation, policy and practice at national and local level Scottish Government policy and UK Legislation. Students will also look at international evaluation and practice to critically evaluate policy and practice in Scotland. Students will critically examine in class a selection of current policy initiatives such as Getting it Right for Every Child (2008), Early Year's Framework (2009), Curriculum for Excellence (2005) Play Strategy (2013), and practice initiatives such as: Outdoor Learning /Forest Schools; Professionalisation of the workforce ; Working with parents and carers; Quality Assurance; Interagency Working; Listening to Children; Citizenship</p> |
| Inter-professional Working(Optional) | 10 | 20 | <p>Specifically, participants will develop an insight into the current and emerging trends in the theoretical understanding of collaborative /integrative/ participatory. They will explore the potential for childhood, youth, adult and community work to be underpinned by a border-crossing pedagogy</p> |



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| Supporting Families (Optional) | 10 | 20 | Examines the role and function of the practitioner working with families in the health, social and education settings. Within this module the student will appraise the role of the family within the decision making process. |
| Making it Happen - Leadership & Change (Optional) | 10 | 20 | Through the analysis of International case study material, students will explore how business reacts to change and the role that leadership plays in instigating and facilitating change |

8. Professional Development Award: Childhood Practice at SCQF Level 9

“The new Professional Development Award (PDA) in Childhood Practice Award at SCQF level 9 will enable the development of the skills and knowledge required to manage services for children and young people. It is aimed at those who wish to progress into management within the Childcare and Playwork sectors without having to complete a full-time university programme” (SQA, 2014) <http://www.sqa.org.uk/sqa/45066.html>

8.1 Professional Development Award (PDA): Childhood Practice at SCQF Level 9

| Core Modules PDA | Level | Points | Brief Description |
|---|-------|--------|--|
| Childhood Practice: Leadership and Management | 9 | 16 | <p>Critically analyse and apply a range of key leadership and management theories and concepts in relation to work practice through organisational development.</p> <p>Investigate and relate to appropriate leadership and management theories for the workplace and for the individual.</p> <p>Apply effective strategies and principles in the leadership and management of the staff in the workplace based on investigation and application of communication strategies and the key policies and legislation for employment of staff.</p> <p>Demonstrate a critical understanding of the process of policy development and its impact on the workplace and work practice.</p> |
| Developing Services for Children and Young People | 9 | 16 | <p>On completion of the Unit, the candidate should have developed a critical understanding of the principal theories, legislation, frameworks and policies to support the development of services for children and young people. They will understand these services in relation to childhood practice in national, local and organisational context. The candidate will then use this information to formulate a strategic plan to develop a service for children and young people within their own setting or in a placement experience.</p> |
| Children's Rights: Equality, Diversity and Inclusion | 9 | 16 | <p>Develop knowledge and understanding of contemporary ideas and research on Children's Rights and evaluate the impact they can have on children and childhood.</p> <p>Investigate current legislation, policy and ideology on children's rights and critically analyse the impact that</p> |

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| | | | <p>they have on children's rights.</p> <p>Critically Analyse and Evaluate different perspectives on diversity and inclusion and the possible impact they have on the child and childhood.</p> <p>Investigate and critically analyse approaches to anti-discriminatory practice and participation.</p> |
| Participatory Partnerships: Working with Families | 9 | 16 | <p>On completion of the Unit the candidate should be able to:</p> <ol style="list-style-type: none"> 1 Critically analyse and evaluate the contribution of parents and carers, families and communities to childhood and the contribution of children themselves to their development and learning. 2 Develop a knowledge and understanding of the breadth of support available to parents and families across childcare services. 3 Critically evaluate your leadership in effectively promoting support services for parents and families in your setting. |
| Childhood Practice: Leadership and Management (Workplace Practice) | 9 | 32 | <p>This Unit will focus the candidate on reflecting on their own knowledge and understanding of the Benchmark Standards for Childhood Practice based on their own professional leadership and management practice, then articulating this into a workplace experience from a different professional service which supports children, young people and their families.</p> <p>The candidate will undertake a professional work practice placement in an external service which supports children, young people and their families and then critically reflect on the professional values and personal commitment, professional knowledge, understanding, skills and abilities in this service.</p> <p>The candidate will be able to critically reflect on their own professional leadership and management practice in relation to Childhood Practice across the sector.</p> |
| Group A (2 units required) | | | |



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| <p>Childhood Practice: Developing a Rights Based Approach to Service Delivery</p> <p>(Unit title: Children's Rights: Equality, Diversity and Inclusion)</p> | 9 | 8 | <p>Develop knowledge and understanding of contemporary ideas and research on Children's Rights and evaluate the impact they can have on children and childhood.</p> <p>Investigate current legislation, policy and ideology on children's rights and critically analyse the impact that they have on children's rights.</p> <p>Critically Analyse and Evaluate different perspectives on diversity and inclusion and the possible impact they have on the child and childhood.</p> <p>Investigate and critically analyse approaches to anti-discriminatory practice and participation.</p> |
| <p>Childhood Practice: Development of Children (Pre-birth to Three)</p> | 9 | 8 | <p>This Unit has been designed to allow candidates to explore influences on leadership and management of contemporary ideas and research on the development of our youngest children, i.e. neurological development, development of perception, knowledge and relationships, and their relationship to the leadership and management of services for children, pre-birth to three and includes:</p> <p>An opportunity to reflect on the importance of play in relation to children's all-round development, mental health and wellbeing, with a detailed consideration of how early years settings can support the play experiences of the very young child, including critical evaluation of provision within one's own setting and a review of current thinking on play provision for very young children.</p> |
| <p>Childhood Practice: Early Learning</p> | 9 | 8 | <p>Critically analyse contemporary research:</p> <ul style="list-style-type: none"> • cognition in young children • language development in young children • social and emotional development in young children • physical health and wellbeing • Critically analyse and apply particular research to practice <p>Knowledge of how to access, and apply relevant research into practice.</p> <p>Relate relevant contemporary research to practice.</p> |



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| | | | <p>Analyse policy and guidance influencing early learning.</p> <p>Demonstrate and understand of current legislation underpinning early learning, parental involvement on early learning and current initiatives to support early learning including.</p> <p>Current research and policies including, e.g. learning through play, active learning, scaffolding.</p> <p>The role that social and cultural experiences play in informing child development.</p> <p>The dynamic process of interaction between mind and environment.</p> |
| Childhood Practice: Playwork | 9 | 8 | <p>This Unit is designed to allow candidates the opportunity to develop a breadth of research and knowledge in relation to playwork theory and practice. The Unit will give the candidate the opportunity to research, implement and evaluate the key concepts of playwork.</p> <p>The candidate will relate to the playwork theories and concepts with the leadership and management of childhood practice within a playwork setting. The candidate will analyse and manage the implementation of an aspect of play and playwork theory within childhood practice and will evaluate the impact of the aspect of playwork theory on the practice within their setting.</p> <p>The candidate should have the opportunity to research some key theorists in play and playwork should include the work of – Hughes; Sturrock; Lester; Russell; Maudsley; Else; Bruce; Garvey; Lindon; Brown; Sutton-Smith; Kane; Burghardt; Pellis and Pellis; Frost, Wortham and Reifel; Gill; Goleman; Barttram. This list is not exhaustive, and the candidate may study others.</p> <p>The candidate should consider some of the following key concepts:</p> <ul style="list-style-type: none"> • Play as a process, not as an Outcome • Play that is satisfying 'in the moment' • Play as a means of learning • Play and compound flexibility |



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| | | | <ul style="list-style-type: none"> • Play's contribution to brain architecture • Evolution and recapitulation • Play and chaos theory <p>Current values and principles underpinning work with children, e.g. Playwork Principles, Workplace values and principles.</p> <p>Research skills and techniques for research from literature, articles and web-based sources.</p> <p>The candidate should have the opportunity to consider the impact on the play process through the use of evaluative tools, such as First Claim, Manchester circles, observation, identification of play cycles, building a culture and atmosphere conducive to play; the role of the playworker; models of playwork; adulteration and intervention, risk in play; examination of the organisation's vision, aim, policies and procedures.</p> |
| Childhood Practice: Youth Work | 9 | 8 | <p>This Unit has been designed to allow candidates to explore contemporary ideas and research in relation to the leadership and management of services for young people, to identify current trends in legislation, policy and frameworks and the relationship to leadership and management of youth services.</p> |
| Childhood Practice: Family Support | 9 | 8 | <p>To explore interdisciplinary partnerships and multi-agency working that promotes children's wellbeing across services and which support children and families, within the context of Childhood Practice. This will include their own role as part of an investigation of the roles of all professionals involved and an evaluation of the models of working across agencies.</p> <p>Candidates will demonstrate their knowledge of current policy and legislation and parents' rights when working with parents and families. They will also demonstrate their knowledge of child protection legislation, protocol and procedures.</p> |
| Childhood Practice: Active Leisure | 9 | 8 | <p>This Unit has been designed to allow candidates to explore the leadership and management of contemporary ideas and research into active leisure, to identify current trends in legislation, policy and frameworks and the relationship to leadership and</p> |



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| | | | management of active leisure. |
| Childhood Practice: Leading Professional Development | 9 | 8 | This Unit has been designed to allow candidates to identify key concepts for the leadership and management of professional development through understanding approaches to evaluating work practice, understanding professional development, evaluating learner's experience, and impact on individual and organisational practice. |
| Childhood Practice: Independent Study | 9 | 8 | Identify a clear considered topic of their own choice for study within childhood practice. The candidate will undertake a literature review of their identified topic. Then with an emphasis on the data collection and interpretation of the data, the candidate will be able to analyse and critically evaluate the information gathered. |
| Group B (1 unit required) | | | |
| Childhood: Health, Fitness and Wellbeing | 9 | 8 | This Unit has been designed to assist the candidates to develop a critical understanding of contemporary research, legislation, policies and frameworks which impact on the health, fitness and wellbeing of children and young people. |
| Childhood: Comparative Play Theories | 9 | 8 | <p>This Unit is designed to allow candidates to explore and compare contemporary views of play across disciplines (such as playwork, early education, psychology, biology and sociology), and consider in critical detail conflicting concepts of play.</p> <p>On completion of the Unit the candidate should be able to:</p> <ol style="list-style-type: none"> 1 Develop knowledge and understanding of contemporary theories of play. 2 Analyse different perspectives of play across disciplines. 3 Compare and evaluate concepts of play. <p>Current thinking in play – Hughes; Sturrock; Lester; Russell; Maudsley; Else; Bruce; Ouvry; Garvey; Lindon; Brown; Sutton-Smith; Kane; Burghardt; Pellis and Pellis; Frost, Wortham and Reifel; Gill; Goleman</p> |

| | | | |
|---|---|---|--|
| | | | <ul style="list-style-type: none"> • Play as a process, not as an Outcome • Play that is satisfying 'in the moment' • Play as a means of learning • Play and compound flexibility • Play's contribution to brain architecture |
| Childhood: Families, Culture and Society | 9 | 8 | <p>This Unit has been designed to allow candidates to: develop their understanding and knowledge of perspective of childhood through investigating families, societies and cultures, past and present.</p> <p>On completion of the Unit the candidate should be able to:</p> <ol style="list-style-type: none"> 1 Develop knowledge and understanding of how views of childhood have evolved over the years until present day. 2 Compare and analyse different perspectives of childhood. 3 Identify from practice the ideology of childhood in country of current employment. |
| Childhood: Play in a Social Context | 9 | 8 | <p>This Unit is designed to enable candidates to draw on theories from policy analysis and the social studies of childhood in order to develop a critical understanding of the policy context for play.</p> <p>On completion of the Unit the candidate should be able to:</p> <ol style="list-style-type: none"> 1 Show an understanding of the processes, structures and institutions involved in the making and implementation of policy affecting children's play. 2 Critically analyse current social policies affecting play. 3 Reflect on the relationship between policy and practice. <p>Commentary on the rich picture showing an understanding of the relationships between the policy players, drawing on approaches to policy analysis covered in the Unit.</p> <p>A critical analysis of a key national policy document relevant to their work, explaining the context for the policy's development and identifying the underpinning</p> |



| | | | |
|--|---|---|--|
| | | | <p>theories, paradigms and constructs of childhood and play.</p> <p>A fully referenced and evidenced reflective account on the relationship between policy and practice in playwork, including reference to the Playwork Principles.</p> |
| Childhood: Therapeutic Playwork | 9 | 8 | <p>The Unit has been designed to permit students to develop a comprehension of the underpinning principals of the therapeutic playwork application. It will permit the development of a specific interpretive and analytic practice based on the key issues of the play cycle, adulteration, unplayed out material and other key concepts that form the basis the working method. It will require the student to self-reflect and to arrive at a perspective on such reflective practice as a distinct therapeutic endeavour. It will set these findings into a distinct field of insight and a recognised professional context.</p> <p>Additionally, the wider debates around playwork practice versus play therapy and the wider policy landscape pertaining to children in society will be explored and commented upon.</p> |



2. OTHER QUALIFICATIONS ANALYSIS TABLES

This section pulls together information on two further qualifications which meet the standard for childhood practice aimed at residential care workers, and four which are not childhood practice related but of interest. Of these four, two are Masters levels courses, while two are specialist courses relating to playwork or play assessment processes.

There is also Table 15 which is the Open University 2 courses for teaching assistants which is discussed in the Play in Education Section.

Table 9: Robert Gordon University: BA Social Pedagogy (Working with Children / Working with Adults) and

Table 10: University of Strathclyde: The MSc in Advanced Residential Child Care

For both courses there was limited information but child development and care, global and contemporary issues are covered while the lifespace relates to the ecological environment. Play in itself is not mentioned on either course descriptor but will be assumed to be part of both developmental and therapeutic topics.

Analysis: Tables 9 and 10 Further BA Childhood Practice Qualifications

| Evaluation Criteria | Table 9: The Robert Gordon University BA Social Pedagogy (Working with Children / Working with Adults) | Table 10: The University of Strathclyde MSc in Advanced Residential Child Care |
|---|--|--|
| Play Pedagogies/ Playwork Theory and Practice (main) | - | - |
| Play and Child Development (main) | Through a study of psychological, sociological and developmental theories and increased awareness of therapeutic approaches, you will investigate concepts of citizenship and community. | Care and Bringing Up Children and Youth |
| Children's Rights and International modern/postmodern theory (sub section) | Learning both academically and in practice, you will gain an awareness and understanding of major current issues | Globalised Childhood: Theoretical and Policy Contexts |
| Play and Learning Environment (sub section) | - | Child Development in the Lifespace |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning Sub section) | - | - |

Analysis: Tables 11- 15 further non-childhood practice qualifications

Summary Results:

Table 11: University of Strathclyde: Early Years Pedagogue: The course which is open to teachers and advanced childhood practice graduates contains all of the elements of the criteria developed to analysis the different types of play, play in learning and development, the play environment, children's rights, global and modern theories, children's languages and creativity and curriculum such as Te Whariki. It brings in the concept of risky play, child agency and choice, all relevant for the play and playwork as well as the child development and learning foundation. This course fits the evaluation criteria exactly. Although it does not say it maps on to the Standard for Childhood Practice, it looks as if it could do so very well.

Table 12: University of Gloucestershire; Professional Studies in Children's Play (Masters)

As expected this is specialist on the topic of play and playwork, but also covers related fields such as physical activities and creative arts and leisure. The Play, playwork and play environment are well covered, with links to social studies of childhood, and a look at diverse aspects of play and play theory which could also then further link with child development. The Advocacy module brings in the underpinning knowledge of how to influence and this could apply to promoting children's rights to play, and supporting playwork as a profession.

Table 13: Leeds Beckett University: BA (Hons) Playwork

Including children's rights, and wider global perspectives, and the play environment, this course is specialist to play and playwork and contains wider elements of child development in terms of linking the topic of children in society, and, of course, how children develop through play. It does not link to formal learning and curriculums but may to creativity (but that was not clear).

Table 14: Professional Development Award (PDA) in: Strategic Planning for Play at SCQF level 8

This is a specialist qualification aimed at planners and policy makers in terms of assessing the sufficiency of play and influencing strategic decision making and policy relating to play spaces, including children's own views on play. As such, this is very strong on the play environment (in the ecological sense) and children's rights to play.

Table 15: Certificate of Higher Education in Supporting Teaching and Learning in Primary Schools and Diploma of Higher Education in Primary Teaching and Learning

Although this is a qualification for working in schools the relevant units above are rich in play across all the different criteria, including bringing in play types the difference between a child's self directed

play, or adult-directed, as well as the play and learning environment, including creativity, indoors and outdoors. The importance of play to children's learning and development, including their wellbeing and highlighting the fun, happiness and enjoyment to be obtained from play, is stressed throughout.

Table 11: The University of Strathclyde Early Years Pedagogue

| Evaluation Criteria | |
|--|--|
| Play Pedagogies/ Playwork Theory and Practice (main) | Creating Stimulating Learning Environments Indoor and Out You'll be asked to analyse and reflect on your current practice, the importance of play and the role of adults in supporting a child's use of play. |
| Play and Child Development (main) | The Connected Child Early Child Development In this core module you'll consider ways to promote children's social and emotional well-being and the strategies they must develop to implement evidence based interventions which provide universal and targeted support. In addition, you'll be required to relate theory to practice and critically evaluate and assess current approaches which address the social context of children's development. |
| Children's Rights and International modern/postmodern theory (sub section) & Play and Learning – Creativity, curriculum, Active Learning / digital learning (sub section) | Taking Action: Child, Family & Community Efficacy Currently, the shaping of childhood is strongly influenced by the United Nations Convention on the Rights of the Child. It has potential tensions between child protection and empowerment or efficacy as exemplified in 'a risk-averse society'. This module asks you to critically analyse the perceptions around childhood including the changing historical perceptions. Listening to Children and Hearing their Voices This module will provide opportunities for you to explore and discuss current international examples of practice. This includes Reggio Emilia and Te Whariki and will consider the ways in which children communicate their interests and thinking through gestures, expressions, actions, interactions and play activities. It will promote your understanding of the importance of listening to children and the concept of children as active agents in their own learning and development. |
| Play and Learning Environment (sub section) | Creating Stimulating Learning Environments Indoor and Out Children's learning environments need to stimulate and engage them and provide the challenges and opportunities to explore their own learning possibilities. |

Table 11: University of Strathclyde: Early Years Pedagogue: The course which is open to teachers and advanced childhood practice graduates contains all of the elements of the criteria developed to analysis the different types of play, play in learning and development, the play environment, children's rights, global and modern theories, children's lanugages and creativity and curriculum such as Te Whariki. It brings in the concept of risky play, child agency and choice, all relevant for the play and playwork as well as child development and learning foundation.

Table 12: University of Gloucestershire: Professional Studies in Children's Play (Masters)

| Evaluation Criteria | University of Gloucestershire: Professional Studies in Childrens Play (Masters) |
|---|---|
| <p>Play Pedagogies/ Playwork Theory and Practice (main)</p> | <p>LE7001: Perspectives on Play http://www.glos.ac.uk/courses/Pages/MapsAndDescriptors.aspx?moduleCode=LE7001</p> <p>This module seeks to enhance students' understanding of children's play and to analyse critically the implications for professional practice within the context of their role in supporting childrens' play. It supports students to engage with and synthesise diverse approaches to the study of play and provides a theoretical and practical foundation for all modules.</p> <p>LE7003: Perspectives on Playwork http://www.glos.ac.uk/courses/Pages/MapsAndDescriptors.aspx?moduleCode=LE7003</p> <p>This module is designed to be relevant for practising playworkers or those supporting, training or managing playworkers. It builds on the 'Perspectives on Play' module to consider how this might be critically applied to playwork practice, drawing largely (but not exclusively) on the UK historical and theoretical foundations for playwork as a specific approach to working with children at play. The approach in the module encourages critical comparison of the diverse practises of the student group.</p> <p>SP7005: Evidence based practice in physical activity, sport, play & leisure http://www.glos.ac.uk/courses/Pages/MapsAndDescriptors.aspx?moduleCode=SP7005</p> <p>This multidisciplinary module aims to develop a critical appreciation of evidence-based practice within physical activity, sport, play and leisure contexts. In doing so, the module examines critically the philosophy and theory underpinning the concept of evidence in these contexts, and explores its relationship to policy and practice. A number of course-specific workshops will allow students to apply specific analytical skills pertinent to investigative and exploratory conventions in their area of study.</p> |
| <p>Children's Rights and International modern/postmode rn theory (sub</p> | <p>SP7004: Advocacy in Professional Practice http://www.glos.ac.uk/courses/Pages/MapsAndDescriptors.aspx?moduleCode</p> |

| | |
|--|---|
| <p>section)</p> | <p>=SP7004</p> <p>This multidisciplinary module aims to provide a forum for students to undertake a critical exploration of the key facets of the policy process that underpin practice in the sport, physical activity, play and cultural sectors. Consideration is given to how policy and practice are informed by both sector-specific and broader strategic drivers. Through a critical analysis of policy materials students will be encouraged to examine the discourses shaping their work environment. An enhanced appreciation of how political and professional values inform and are represented in policy debates will encourage students to develop an awareness of their role in the policy process, as individual lobbyists and as members of wider professional communities.</p> |
| <p>Play and Learning Environment (sub section) & some aspects of child development</p> <p>Play and Learning – Creativity, curriculum, Active Learning / digital learning (sub section)</p> | <p>LE7005: Play and Space</p> <p>http://www.glos.ac.uk/courses/Pages/MapsAndDescriptors.aspx?moduleCode=LE7005</p> <p>This module develops a critical appreciation of the relationship between play and space. Drawing on contemporary concepts from philosophy, biology, psychology, human geography and the social studies of childhood the module will examine the production of space through the complex and dynamic encounters and interplay between human and non-human materials and symbols.</p> |

Table 12: University of Gloucestershire Professional Studies in Children's Play (Masters)

As with other Masters level qualifications there are substantial research and practice based evaluative processes built into the course contents. As expected this is specialist on the topic of play and playwork, but also covers related fields such as physical activities and creative arts and leisure.

The Play, playwork and play environment are well covered, with links to social studies of childhood, and a look at diverse aspects of play and play theory which could also then further link with child development. The Advocacy module brings in the underpinning knowledge of how to influence and this could apply to promoting children's rights to play, and supporting playwork as a profession.

Table 13: Leeds Beckett University BA (Hons) Playwork

| | |
|---|--|
| <p>Evaluation Criteria</p> | <p>Table 13: Leeds Beckett University BA (Hons) Playwork</p> |
| <p>Play Pedagogies/ Playwork Theory and Practice (main)</p> | <p>Year One Core relevant Modules (Level 4)</p> <p>Play & Playwork - Practice & Provision</p> <p>Creative Playwork</p> <p>(Level 5)</p> <p>Play & Playwork: Principles, Policies & Practice</p> <p>Optional:</p> <p>Play Development & Management</p> <p>Year Three Core Modules (Level 6)</p> <p>Level 6 students are encouraged to see beyond the local and the national context and gain an understanding of global perspectives in practice.</p> <p>Playwork Dissertation</p> <p>Play & Playwork: Working Together</p> <p>Play Development & Management 2</p> <p>Therapeutic Playwork</p> |
| <p>Play and Child Development Main</p> | <p>Childhood & Society - The Nature & Meaning of Childhood</p> <p>Developing Through Play</p> <p>Developing Through Play 2</p> |
| <p>Children's Rights and International modern/postmodern theory (sub section)</p> | <p>Childhood & Society, Rights & Participation</p> <p>Childhood & Society - Playwork and the Wider Professional Context</p> |
| <p>Play and Learning Environment (sub section)</p> | <p>Play Environments (optional)</p> <p>Play Environments 2</p> |

Table 13: Leeds Beckett University BA (Hons) Playwork

Including children's rights, and wider global perspectives, and the play environment, this course is specialist to play and playwork and contains wider elements of child development in terms of linking the topic of children in society, and, of course, how children develop through play. It does not link to formal learning and curriculums but may to creativity (but that was not clear). There are opportunities for practice based projects, research, and there are management and reflective elements of the course not listed here.

Table 14: Professional Development Award (PDA) in Strategic Planning for Play at SCQF level 8

| Evaluation Criteria | Strategic Planning for Play at SCQF level 8 |
|--|---|
| Play Pedagogies/ Playwork Theory and Practice (main) | To develop knowledge on national legislation and policy which relates to the play of children and young people. To develop knowledge of the organisational policies which can impact on play and play spaces. |
| Children's Rights and International modern/postmodern theory (sub section) | To develop an understanding of how to consult with children on their play needs. |
| Play and Learning Environment (sub section) | To develop an understanding of the benefits and impact relating to play and play spaces for children and young people. |

Table 14: Professional Development Award (PDA) in Strategic Planning for Play at SCQF level 8

This is a specialist qualification aimed at planners and policy makers in terms of assessing the sufficiency of play and influencing strategic decision making and policy relating to play spaces, including children's own views on play. As such, this is very strong on the play environment (in the ecological sense) and children's rights to play.



Table 15: The Open University Certificate of Higher Education in Supporting Teaching and Learning in Primary Schools and Diploma of Higher Education in Primary Teaching and Learning

| | |
|--|--|
| Evaluation Criteria | For both qualifications, the introductory course/module(E111) is Supporting learning in primary schools |
| Play Pedagogies/ Playwork Theory and Practice (main) | We adopt a very broad view of play and distinguish between 'child-initiated' play, when children play without adult supervision and are in control of what happens, and 'adult-directed' play, when adults influence or lead children's play. We also note the close associations between play and humour, fun, enjoyment and 'playfulness'. |
| Play and child development | <p>Play and Learning: In this study topic we propose that play is a natural and universal activity – for children as well as adults. It is of critical importance to children's development and learning, and fundamental to their health and well-being.</p> <p>In Section 1 we argue for a concept of play that includes everyone, whatever their age. We consider what play means for children, children's right to play, the developmental difficulties that can arise if children don't play, and we look at some examples of provision for children's play, including the playground.</p> |
| Children's Rights and International modern/postmodern theory (sub section) | In Section 2 we consider evidence that suggests play is important to learning, and we highlight the benefits of play and the learning processes associated with it. Extending the notion of children's rights, we examine the importance of children's ownership of their experience in school and how this supports positive attitudes towards learning. We consider a range of 'play types' and how these can be represented in the delivery of learning. |
| Play and Learning Environment (sub section) & | Block 5: Play, creativity and learning Study |

| | |
|--|---|
| <p>Play and Learning – Creativity, curriculum, Active Learning / digital learning (sub section)</p> | <p>topic 12 'Environments for learning' considers the importance of an imaginative and stimulating school physical and social environment to support learning and appropriate behaviour can be represented in the delivery of learning. In Section 3 we discuss the play-based curriculum and we make a case for the continued use of play as children move through primary school" (Open University, E111 course content, e-mail information, July, 2014).</p> |
|--|---|

Table 15: Certificate of Higher Education in Supporting Teaching and Learning in Primary Schools and Diploma of Higher Education in Primary Teaching and Learning

Although this is a qualification for working in schools the relevant units above are rich in play across all the different criteria, including bringing in play types the difference between a child's self - directed play, or adult-directed, as well as the play and learning environment, including creativity, indoors and outdoors. The importance of play to children's learning and development, including their wellbeing and highlighting the fun, happiness and enjoyment to be obtained from play, is stressed throughout.

3. Qualifications acceptable for registration with the SSSC for Lead Practitioners, Practitioner and Support Workers

3.1 Lead Practitioner Qualifications Information Table:

NB. Although the recognised qualification for registration or re-registration as a Lead Practitioner with the SSSC is now the Childhood Practice Award, anyone registered pre-December 2011 will only have had a requirement to reach an SVQ 4 at SCQF Level 9 possibly in Playwork or Children's Care Learning and Development (CCLD), hence the reason these are being referred to as Lead Practitioner Qualifications, as some Lead Practitioners will still be working to the previous requirement. The SVQ Social Services (Children and Young People) replaces the CCLD and whilst this has never been recognised as a lead practitioner qualification (as this replaced the CCLD after Dec 2011) some practitioners or lead practitioners may use this qualification as a pre-cursor to undertaking the Childhood Practice Award.

Table 16. SVQ 4 Playwork at SCQF Level 9 - Structure

To attain the qualification candidates must complete 9 Units in total. This comprises:

4 Mandatory Units

5 Optional Units

Please note the table below shows the SSC identification codes listed alongside the corresponding SQA Unit codes. It is important that the SQA Unit codes are used in all your recording documentation and when your results are communicated to SQA.

| Mandatory Units: Candidates must complete 4 Units | | | | |
|--|-----------------|--|-------------------|---------------------|
| SQA code | SSC code | Title | SCQF level | SCQF credits |
| FT59 04 | PW16 | Work With Colleagues and Other Partners to Develop an Organisational Framework for Play | 9 | 11 |
| <p>NOS information not found on SQA website. Information below from Candidate guidance</p> <p>This Unit has the following Elements:</p> <p>Element 1 (PW16.1) Research and analyse the value and importance of play and playwork to children and young people</p> <p>Element 2 (PW16.2) Evaluate your findings to develop playwork policy and practice</p> <p>Unit Summary</p> <p>This Unit is about researching key aspects of play and playwork theory and practice, comparing best practice with the context in which you operate and seeking to influence the policies and practices of your organisation to align it with best practice.</p> <p>The Unit is for you if you have some responsibility for developing your organisation's policies and practices in regard to play and playwork practice in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.</p> <p>This Unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.</p> <p>Performance Criteria</p> <p>To meet the national standard, you must:</p> <ol style="list-style-type: none"> 1 Identify and research relevant and up-to-date sources of information on play and playwork. 2 Analyse this information and identify key aspects of playwork theory and practice that are relevant to you and the children and young people you work with. 3 Share your analysis with relevant colleagues and partners in a way that will stimulate a response. 4 Discuss and evaluate the feedback you receive. | | | | |

5 Identify which aspects of current play and playwork theory and practice are most relevant to your organisation and the needs of the children and young people you work with.

6 Review and update your research and evaluation on a regular basis.

From your work you must show that you have researched the following:

1 Key aspects of play and playwork theory and practice

(a) nature and purpose of play

(b) play types

(c) play resources

(d) risk and risk management

(e) staffing

(f) strategies for adult intervention

(g) strategies for care and protection

(h) strategies for inclusion

(i) strategies for responding to behaviour

(j) strategies for managing transitions

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

K1 How the Playwork Principles specifically relate to this Unit.

K2 The importance of an organisational framework for children and young people's play.

K3 Academic theories from other disciplines, for example psychology, biology and sociology that inform our understanding of play.

K4 Sources of information that can be used to research current theory and practice in playwork and how to access these.

K5 Stages of child development and it's implications for playwork practice.

K6 Competing concepts of play provision, for example, socialisation and education, and how these should be evaluated from a playwork perspective.

K7 The importance of inclusion to effective playwork practice.

K8 The importance of consultation with colleagues and key stakeholders and how to carry out consultation exercises.

K9 The importance of keeping research up-to-date.

| | | | | |
|----------------|-------------|---|-----------|-----------|
| FT5A 04 | PW17 | Develop, Manage and Review Operational Plans for Play Provision http://www.sqa.org.uk/files/aq/FT5A04.pdf | 10 | 14 |
|----------------|-------------|---|-----------|-----------|

NOS OVERVIEW

Indicative review date: July 2015

This unit is about developing an operational plan for the provision of play. It covers developing an operational plan, managing change in the organisation so that you can implement the operational plan, making sure your organisation's values, policies and procedures are put into practice and finally reviewing and updating the operational plan.

The unit is divided into three parts. The first part describes the four things you have to do. These are:

1. develop operational plans for play provision
2. manage change in provision
3. ensure the implementation of your organisation's values, policies and procedures
4. review operational plans for provision

The second part describes the knowledge and understanding you must have

The third gives some examples and explanations of some words we use in this unit

The unit is for you if you have some responsibility for managing service provision in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

| | | | | |
|----------------|------------|---|----------|----------|
| FT5C 04 | D16 | Establish and Develop Working Relationships http://www.sqa.org.uk/files/aq/FT5C%2004.pdf | 9 | 9 |
|----------------|------------|---|----------|----------|

NOS OVERVIEW

Indicative review date: July 2015

This unit is about managing relationships with people important to the setting and is appropriate for all (children and families, childcare and playwork) settings and services where children and young people are present. Relationships with colleagues and other professionals are key to ensuring that children receive the best possible provision.

The unit is divided into three parts. The first part describes the three things you have to do. These are:

1. establish and develop working relationships with colleagues
2. establish and develop working relationships with other professionals



3. encourage and facilitate others to reflect on practice and share knowledge

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in the unit.

This unit is for people who work with children and young people in a range of settings and services and who have management responsibilities or who work unsupervised.

| | | | | |
|----------------|-------------|---|----------|-----------|
| FT4V 04 | PW10 | Reflect on and Develop Practice http://www.sqa.org.uk/files/aq/FT4V%2004.pdf | 8 | 17 |
|----------------|-------------|---|----------|-----------|

NOS OVERVIEW

Indicative review date: July 2015

This unit is about the competence you need to reflect on your practice. Reflecting on practice is a tool for self-evaluation and will enable you to develop and learn from assessing your own practice. The unit also includes taking part in continuous professional development and how this has been used to develop your practice.

The unit is divided into three parts. The first part describes the two things you have to do. These are:

1. reflect on practice
2. take part in continuing professional development

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in the unit.

This unit is for experienced staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen self-directed play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

Optional Units: Candidates must complete 5 Units from Group A and/or Group B

Group A: Candidates must complete from 3 to 5 Units

| SQA code | SSC code | Title | SCQF level | SCQF credits |
|----------------|-------------|--|------------|--------------|
| FT5F 04 | PW18 | Obtain the Facilities and Services Required for Play Provision http://www.sqa.org.uk/files/aq/FT5F04.pdf | 9 | 11 |

NOS OVERVIEW

Indicative review date: July 2015

This unit is about selecting and obtaining the facilities and services you need for playwork provision. It includes identifying and agreeing criteria for the types of facilities and services you need, evaluating a range of possible facilities and services and entering into agreements with owners/suppliers.

The unit is divided into three parts. The first part describes the two things you have to do. These are:

1. identify and evaluate facilities and services for playwork provision
2. obtain facilities and services for playwork provision

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

The unit is for you if you have some responsibility for the management of facilities in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

| | | | | |
|----------------|-------------|---|----------|-----------|
| FT5G 04 | PW19 | Manage and Develop Play Facilities and Services http://www.sqa.org.uk/files/aq/FT5G04.pdf | 9 | 15 |
|----------------|-------------|---|----------|-----------|

NOS OVERVIEW

Indicative review date: July 2015

This unit is about maintaining and improving the facilities and services for which you are responsible. There is a strong emphasis on health, safety and security and risk assessment and management. However, the unit also covers improving the facilities and services you provide in response the needs of users.

The unit is divided into three parts. The first part describes the three things you have to do. These are:

1. monitor the condition of facilities and services
2. identify and assess risks to health, safety and security
3. maintain and improve facilities and services



The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

The unit is for you if you have some responsibility for the management of facilities and services in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self- directed play.

This unit is underpinned by the Playwork Principles and staff must be familiar with them and committed to them in their practice.

| | | | | |
|----------------|-------------|---|----------|-----------|
| FT5H 04 | PW20 | Work With Other Organisations, Agencies and Professionals http://www.sqa.org.uk/files/aq/FT5H04.pdf | 9 | 12 |
|----------------|-------------|---|----------|-----------|

NOS OVERVIEW

Indicative review date: July 2015

This unit is about promoting your area of work and its value to the community and setting up and maintaining networks that could be useful to your job. It also covers carrying out joint work with other organisations, agencies and professionals.

The unit is divided into three parts. The first part describes the three things you have to do. These are:

1. establish and maintain links with other organisations, agencies and professionals
2. promote the value of play and playwork to other organisations, agencies and professionals
3. work jointly with other organisations, agencies and professionals

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

The unit is for you if you are regularly involved in promoting your organisation and working closely with related organisation, agencies and professionals in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

This unit is underpinned by the Playwork Principles and staff must be familiar with them and committed to them in their practice.

| | | | | |
|----------------|-------------|---|----------|-----------|
| FT5J 04 | PW21 | Develop and Implement Procedures to Safeguard Children and Young People http://www.sqa.org.uk/files/aq/FT5J04.pdf | 9 | 10 |
|----------------|-------------|---|----------|-----------|

NOS REVIEW



Indicative review date: July 2015

This unit is about maintaining and developing procedures within your setting for the protection of children and young people from abuse, making sure these procedures are properly followed and dealing with any suspicions of possible abuse.

The unit is divided into two parts. The first part describes the two things you have to do. These are:

1. maintain and develop procedures to safeguard children and young people
2. implement procedures to safeguard children and young people

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

The unit is for you if you have responsibility for child protection procedures in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

This unit is underpinned by the Playwork Principles and staff must be familiar with them and committed to them in their practice.

| | | | | |
|----------------|-------------|--|-----------|-----------|
| FT5K 04 | PW22 | Research, Design and Facilitate Possibilities for Self-directed Play http://www.sqa.org.uk/files/aq/FT5K04.pdf | 10 | 18 |
|----------------|-------------|--|-----------|-----------|

NOS REVIEW

Indicative review date: July 2015

This unit is about identifying the play needs and preferences of children and young people, developing play spaces that will meet these needs and supporting children and young people during play. The unit is appropriate for all settings whose main purpose is providing children and young people with opportunities for freely chosen, self-directed play.

The unit is divided into three parts. The first part describes the four things you have to do. These are:

1. research and evaluate play behaviour and play theories
2. design spaces and possibilities for self-directed play
3. interact with children and young people during self-directed play
4. help children and young people to manage risk during play

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

The unit is for you if you work directly with children on a day-to-day basis and have a responsibility for developing and maintaining play spaces in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

This unit is underpinned by the Playwork Principles and staff must be familiar with them and committed to them in their practice.

| | | | | |
|----------------|-------------|--|----------|-----------|
| FT5L 04 | PW23 | Support Others in Accessing the Resources they Need to Provide Play Environments http://www.sqa.org.uk/files/aq/FT5L04.pdf | 9 | 13 |
|----------------|-------------|--|----------|-----------|

NOS OVERVIEW

Indicative review date: July 2015

This unit is about supporting others in the provision of play. This involves keeping track of relevant organisations and individuals who may benefit from your work and the needs and resources they have, encouraging and helping them to communicate and network with each other and providing resources to them.

The unit is divided into three parts. The first part describes the three things you have to do. These are:

1. identify the playwork needs and resources of other organisations and individuals
2. help organisations and individuals to share information on needs and resources
3. co-ordinate the provision of playwork resources

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

The unit is for you if you have some responsibility for supporting other organisations and individuals whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

This unit is underpinned by the Playwork Principles and staff must be familiar with them and committed to them in their practice.

| | | | | |
|----------------|-------------|---|----------|-----------|
| FT5M 04 | PW38 | Implement Contemporary Frameworks Within a Play Context http://www.sqa.org.uk/files/aq/FT5M04.pdf | 9 | 12 |
|----------------|-------------|---|----------|-----------|

NOS OVERVIEW



Indicative review date: July 2015

This unit is about researching contemporary frameworks which impact on working with children and young people within a play context, analysing current policies and practice within the context in which you operate and seeking to update and implement the policies and practices of your organisation to align them with contemporary frameworks.

The unit is divided into three parts. The first part describes the three things you have to do. These are:

1. identify and research relevant contemporary frameworks
2. analyse contemporary frameworks within your play context
3. update and implement policy and practice based on analysis

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

The unit is for you if you have responsibility for developing your organisation's policies and practices in regard to contemporary frameworks in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

| | | | | |
|----------------|------------|--|----------|-----------|
| FT5E 04 | A42 | Provide Information to Support Decision Making http://www.sqa.org.uk/files/aq/FT5E04.pdf | 9 | 12 |
|----------------|------------|--|----------|-----------|

NOS OVERVIEW

Indicative review date: July 2015

This unit is about collecting and analysing information, and then using it to make important decisions. This unit could cover a very wide range of activities that you could be involved with. Examples would be: carrying out customer surveys to decide on whether to alter certain services, analysing the use of facilities to decide whether more effective use could be made of them, analysing jobs to decide what types of skills, knowledge and experience your staff should have, looking at journals and researching the local market to decide whether to introduce new services, collecting and analysing financial information to develop a business plan etc.

The unit is divided into three parts. The first part describes the four things you have to do. These are:

1. obtain information for decision making
2. record and store information for decision making
3. analyse information to support decision making

4. advise and inform others

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

The unit is for people who have some responsibility for managing information as part of your work role.

Group B: Candidates may complete up to 2 Units

| SQA code | SSC code | Title | SCQF level | SCQF credits |
|----------------|------------|--|------------|--------------|
| FM5C 04 | A28 | Obtain Additional Finance for the Organisation http://www.sqa.org.uk/files/aq/FM5C04.pdf | 10 | 18 |

NOS OVERVIEW

Indicative review date: 2015

This unit is about identifying the need for and obtaining additional finance to fund the organisation's proposed activities. The organisation may already be generating some surplus income through the ongoing supply of its products and/or services. This may be insufficient, however, to fund activities such as investment in new equipment or proposed changes to products and/or services and it is in instances such as these where additional finance might be required.

A key aspect of this unit is identifying types of finance and funding providers which are appropriate to the particular needs of the organisation.

Whilst you would be expected to draw on the expertise of financial specialists, you are not expected to be a financial specialist yourself.

For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

The unit is recommended for managers and senior practitioners in the outdoor sector.

| | | | | |
|----------------|------------|--|----------|-----------|
| DR5T 04 | A29 | Manage Finance for Your Area of Responsibility http://www.sqa.org.uk/files/aq/DR5T_04.pdf | 8 | 14 |
|----------------|------------|--|----------|-----------|

Overview*

This Unit is about managing finance in order to achieve the stated objectives for your area of responsibility. It involves developing and agreeing a master budget for your area and using this to monitor, evaluate and control performance and take action to deal with identified variances.

Delegating responsibility for budgets for clearly defined activities is a key aspect of this Unit.

The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

The Unit is recommended for middle managers.

This Unit is linked to Units:

B1 Develop and implement operational plans for your area of responsibility

E1 Manage a budget

E8 Manage physical resources

in the overall suite of National Occupational Standards for Management and Leadership.

| | | | | |
|----------------|-------------|--|----------|-----------|
| FM4Y 04 | A319 | Recruit, Select and Keep Colleagues | 9 | 12 |
|----------------|-------------|--|----------|-----------|

NOS information not found on SQA website.

| | | | | |
|----------------|-------------|---|----------|----------|
| DR75 04 | A322 | Provide Leadership in Your Area of Responsibility http://www.sqa.org.uk/files/aq/DR75_04.pdf | 8 | 9 |
|----------------|-------------|---|----------|----------|

OVERVIEW*

The Unit is about providing direction to people in a clearly and formally defined area or part of an organisation and motivating and supporting them to achieve the vision and objectives for the area.

The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

The Unit is recommended for first line managers and middle managers.

| | | | | |
|----------------|-------------|---|----------|-----------|
| FD3K 04 | A320 | Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility | 7 | 14 |
|----------------|-------------|---|----------|-----------|

NOS information not found on SQA website.

| | | | | |
|----------------|-------------|--|----------|-----------|
| FM53 04 | A321 | Provide Learning Opportunities for Colleagues | 8 | 11 |
|----------------|-------------|--|----------|-----------|

NOS information not found on SQA website.

| | | | | |
|----------------|-------------|---|----------|----------|
| FM56 04 | A337 | Support Individuals to Develop and Maintain their Performance http://www.sqa.org.uk/files/aq/FM5604.pdf | 7 | 5 |
|----------------|-------------|---|----------|----------|

NOS OVERVIEW

Indicative review date: February 2015

This unit is about supporting individuals to develop and maintain their performance at work. These may be people in your own team or individuals from another work group to whom you are providing support.



This unit is based on a commonly-used coaching model where you and the individual clearly agree the improvements in performance required and plan a step-by-step process to achieve a desired standard. You will usually help the individual to develop new skills and experiment with alternative behaviours in a safe environment before applying these for real in the workplace. You will work with the individual to monitor their progress over time, providing specific feedback to help them progress, until they have achieved the desired standard or no longer need your support in developing and/or maintaining their progress.

The unit is recommended for managers and senior practitioners in the outdoor sector.

Table 17. SVQ 4 Social Services (Children and Young People) at SCQF 9 - Structure

| Mandatory Units: Candidates must complete 4 Units | | | | |
|--|--------------|---|------------|--------------|
| SQA code | SSC code | Title | SCQF level | SCQF credits |
| H5VT 04 | SCDCCLD 0401 | Maintain effective communication systems and practice http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD4/SCDCCLD0401.pdf | 9 | 11 |
| <p>NOS OVERVIEW</p> <p>Indicative review date: December 2014</p> <p>This standard identifies the requirements when maintaining effective systems and practice for communication in settings where children or young people are cared for or supported. This includes modelling practice that promotes person centred or child centred communication systems, adapting your own communication in a range of situations and leading the implementation and improvement of systems that promote effective communication. The standard also identifies how to maintain effective practices in communication through the use of recording and reporting.</p> <p>This Standard is tailored from SCDHSC0041 (Health and Social Care suite of NOS)</p> <p>Candidates must be able to:</p> <ol style="list-style-type: none"> 1. Model practice that promotes child centred communication systems 2. Adapt your own communication in a range of situations 3. Lead the implementation of effective communication systems Improve the effectiveness of communication systems 4. Ensure effective practice in the use of records or reports for communication | | | | |
| H5VV 04 | SCDHSC0042 | Lead practice for health and safety in the work setting http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD4/SCDHSC0042.pdf | 9 | 10 |
| <p>NOS OVERVIEW</p> <p>Indicative review date: August 2014</p> <p>This standard identifies the requirements when leading practice for health and safety in settings where children, young people or adults are cared for or supported. This includes monitoring compliance with health, safety and security regulations and requirements, contributing to the development of systems to manage risk to yourself and other people, and continuously improving health, safety and security policies, procedures and practices.</p> | | | | |

Candidates must be able to:

1. Maintain compliance with health, safety and security requirements
2. Work in partnership to manage risk to personal safety
3. Work in partnership to develop health, safety and security policies, procedures and practices

| | | | | |
|----------------|-------------------|--|----------|-----------|
| H5VW 04 | SCDHSC0043 | Take responsibility for the continuing professional development of yourself and others http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD4/SCDHSC0043.pdf | 9 | 10 |
|----------------|-------------------|--|----------|-----------|

NOS OVERVIEW

Indicative review date: August 2014

This standard identifies the requirements when taking responsibility for your own continuing professional development and contributing to the development of others within settings where individuals are cared for or supported.

Candidates must be able to:

1. Take responsibility for your continuing professional development
2. Contribute to the personal and professional development of others

| | | | | |
|----------------|-------------------|---|----------|-----------|
| H5VX 04 | SCDHSC0044 | Lead practice that promotes the safeguarding of children and young people http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD4/SCDHSC0044.pdf | 9 | 11 |
|----------------|-------------------|---|----------|-----------|

NOS OVERVIEW

Indicative review date: August 2014

This standard identifies the requirements associated with safeguarding which must permeate all your work with children and young people. The standard addresses the need to establish your own understanding and that of others about safeguarding and what you and others must do in cases of actual or potential harm or abuse. The requirements also include supporting the development of relationships that promote safeguarding and leading practices that support the rights, inclusion and wellbeing of children and young people and staying safe.

Candidate must be able to:

1. Maintain your own and others' understanding of harm, abuse and safeguarding

2. Lead practices that help to safeguard children and young people from harm or abuse
3. Lead practices that support the development of relationships that promote safeguarding
4. Lead practices that promote the rights, inclusion and well being of children and young people
5. Lead practice that supports children and young people to keep themselves safe

There are 28 optional units that can be chosen from depending on the candidates job, the SSSC's NOS navigator provides an overview of jobs and the optional units which may be taken by the candidate. There is no clear category for out of school care worker, as the lead practitioner of children's day care services does not exist, and does not fit clearly into jobs mentioned.

The following units have been identified as having 'play' either in the title, descriptor or mentioned specifically in the NOS. No playwork modules are included in the optional units.

| Optional Units: Candidates must complete 2 Units from this group | | | | |
|--|---------------------|--|-------------------|---------------------|
| SQA code | SSC code | Title | SCQF level | SCQF credits |
| H5W3 04 | SCDCCLD 0409 | Lead the support of children's communication http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD4/SCDCCLD0409.pdf | 9 | 10 |
| <p>NOS OVERVIEW</p> <p>Indicative review date: December 2014</p> <p>Candidates must be able to:</p> <ol style="list-style-type: none"> 1. Support the assessment of children's communication, language and literacy 2. Support the provision of an environment that promotes and enhances children's communication, language and literacy 3. Support improved monitoring, evaluation and planning of the child's communication, language and literacy <p>Candidates need to now and understand how to incorporate communication, language and literacy development into areas of play, imagination and learning in ways that are meaningful and enjoyable for children.</p> | | | | |
| H5W4 04 | SCDCCLD 0410 | Lead the support for children's creativity http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD4/SCDCCLD0410.pdf | 9 | 7 |
| NOS OVERVIEW | | | | |

| | | | | |
|--|---------------------|---|----------|-----------|
| <p>Indicative review date: December 2014</p> <p>This standard identifies the requirements when leading the support for children's creativity in partnership with children, their families, key people and others. This includes supporting the assessment of children's creative development and facilitating the provision of an environment that promotes and enhances children's creativity. It also includes supporting monitoring, evaluation and planning of improvements to promote children's creative development.</p> <p>Candidates must be able to:</p> <ol style="list-style-type: none"> 1. Support the assessment of children's creative development 2. Facilitate an environment that promotes and enhances children's creativity 3. Support monitoring, evaluation and planning of children's creative development. <p>Candidates need to know and understand the role of children's play in supporting development and creativity and how play can be integrated into most aspects of provision.</p> | | | | |
| H5W5 04 | SCDCCLD 0411 | <p>Lead the support for children's mathematical learning, exploration and problem solving</p> <p>http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD4/SCDCCLD0411.pdf</p> | 9 | 10 |
| <p>NOS OVERVIEW</p> <p>Indicative review date: December 2014</p> <p>This standard identifies the requirement when you support children's learning through play in a setting where children are cared for or supported. The standard includes participating in activities with children to encourage communication and language as well as physical, drama, imaginative and creative play. The standard also includes encouraging children to explore and investigate. Finally the standard includes how you contribute to the assessment of children's learning through play.</p> <p>Candidates must be able to:</p> <ol style="list-style-type: none"> 1. Facilitate the assessment and support of children's mathematical learning, exploration and problem solving 2. Support the monitoring, evaluation and planning of improvements to support children's mathematical learning, exploration, and problem solving <p>Candidates need to know and understand the role of children's play in mathematical learning, exploration and problem solving and how play can be integrated into most aspects of provision in ways that are meaningful and enjoyable for children.</p> | | | | |
| H5WC 04 | SCDCCLD 0420 | <p>Undertake a research project</p> <p>http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD4/SCDCCLD0420.pdf</p> | 9 | 12 |
| <p>NOS OVERVIEW</p> | | | | |

Indicative review date: December 2014

POTENTIAL TO UNDERTAKE RESEARCH ON PLAY

This standard identifies the requirements when undertaking a research project in an area of practice, using the skills of data collection, analysis and evaluation. You must be able to plan the research required for the project, collect the findings and present them in a format which is most suitable for the intended purpose.

Candidates must be able to:

1. Plan research
2. Collect research findings
3. Analyse research findings

| | | | | |
|---------|--------------|---|----|---|
| H5W2 04 | SCDCCLD 0408 | <p>Lead the physical, cognitive, emotional and social development of children</p> <p>http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD4/SCDCCLD0408.pdf</p> | 10 | 8 |
|---------|--------------|---|----|---|

NOS OVERVIEW

Indicative review date December: 2014

This standard identifies the requirements when leading the physical, cognitive, emotional and social development of children in partnership with the child, their family, key people and others. This includes how you facilitate the assessment and support of children's physical, cognitive, social and emotional development. It also includes how you would facilitate children's development through effective collection of data, monitoring and evaluation of provision.

Includes:

K67 role and purpose of play in how children develop and learn

K68 the role of children's play in supporting physical, cognitive, emotional and social development and how play may be integrated into provision

| | | | | |
|---------|-------------|--|----|---|
| H5W6 04 | SCDCCLD0412 | <p>Evaluate the Environment for Children and Families</p> | 10 | 8 |
|---------|-------------|--|----|---|

| | | | | |
|---|--|---|--|--|
| | | http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD4/SCDCCLD0412.pdf | | |
| <p>NOS OVERVIEW</p> <p>Indicative review date December: 2014</p> <p>This standard identifies the requirements when you evaluate the environment for children and families and co-ordinate resources to meet their needs. It also includes leading a process of change and improvement within the environment.</p> <p>Evaluate the environment for children, parents and key people</p> <p>P1 develop systems and procedures to monitor the environment</p> <p>P2 develop systems and procedures to evaluate the environment</p> <p>P3 ensure equality of access to the environment for the child, parents and key people who wish to use it</p> <p>P4 work with others to ensure that the child, parents and key people feel welcomed, respected and valued</p> <p>P5 work with others to promote the active participation of the child, parents and key people in evaluating the environment</p> <p>P6 ensure that the environment meets the health and well-being, care, learning and play needs of the child</p> <p>P7 ensure that the environment is stimulating and promotes the holistic development of the child</p> <p>P8 ensure the environment is sensitive to different cultures and ethnicities, values diversity and provides positive images of all children</p> <p>P9 ensure that colleagues and the environment provide support to the child, parents and key people through transition processes</p> | | | | |

Further Optional Units are mainly about management, policies, regulation, leadership and information but all refer to children's rights, development or wellbeing in some aspects of the standards. There are too many to analyse in full here, but for example, H5W1 04 refers to planned purposeful play in the curriculum and child development, while, H5W7 04 and H5W8 04 refer to additional supports needs in the context of development and wellbeing. Advocacy with and for children and young people, H5WJ 04, is very much about rights of children and young people. Leading provision for Babies and Children H5W0 04 again relates to development.



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| | | | | |
|----------------|--------------------|--|-----------|-----------|
| H5W0 04 | SCDCCLD0405 | Lead Provision for Babies and Children in Partnership with Parents and Carers | 10 | 10 |
| H5W1 04 | SCDCCLD0407 | Lead Curriculum Provision of Early Education for Children | 10 | 13 |
| H5W8 04 | SCDCCLD0415 | Lead in Advising and Supporting Practitioners in Early Years Settings Working with Children who have Additional Support Needs | 9 | 10 |
| H5WJ 04 | SCDHSC0046 | Advocate with and on Behalf of Children and Young People | 9 | 10 |

Table 18. SVQ 4 Children's Care, Learning and Development at SCQF Level 9 - Structure

To attain the qualification candidates must complete 9 Units in total. This comprises:

4 Mandatory Units

5 Optional Units from a total of 35 optional units

Please note the table below shows the SSC identification codes listed alongside the corresponding SQA Unit codes. It is important that the SQA Unit codes are used in all your recording documentation and when your results are communicated to SQA.

| Mandatory Units: Candidates must complete 4 Units | | | | |
|--|-----------------|--|------------|--------------|
| SQA code | SSC code | Title | SCQF level | SCQF credits |
| DR7L 04 | CCLD 401 | Establish and develop working relationships www.sqa.org.uk/files_ccc/CCLD401.doc | 9 | 9 |
| <p>1. Establish and develop working relationships with colleagues</p> <p>2. Establish and develop working relationships with other professionals and agencies</p> <p>3. Encourage and facilitate others to reflect on practice and share knowledge.</p> <p>About this unit</p> <p>This Unit is about helping parents to better understand the range of needs of their children and to help them identify ways of meeting these needs.</p> <p>This Unit is imported from Working with Parents NOS standard 308.</p> <p>This Unit is for you if you work directly with parents, and usually unsupervised.</p> | | | | |
| DT1L 04 | CCLD 402 | Support policies, procedures and practice to safeguard children and ensure their inclusion and well-being www.sqa.org.uk/files_ccc/CCLD402.doc | 9 | 15 |
| <p>1. Protect children's equality of access, inclusion and participation</p> <p>2. Support the maintenance of policies and procedures for safeguarding children</p> <p>3. Support the integration of procedures for safeguarding children into systems and</p> | | | | |

practices

4. Support the maintenance of policies, procedures and practice for the well-being of children

What this unit is about

This Unit is about policies, practices and procedures that underpin an effective service with reference to safeguarding children, protecting equality of access, inclusion and participation and maintaining a safe and healthy environment. The Unit requires awareness of multi-agency working, information and resources to support children and to empower them to protect themselves, according to their age, needs and abilities. It includes assessment of risk, and the monitoring, reviewing and evaluating of practice.

This Unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This Unit is suitable if you have significant management responsibility for children's access, inclusion, safeguarding and protection across a service or setting or if you are a lead/senior practitioner or work in support of others and your work requires the application of knowledge and skills in a broad range of complex technical or professional work activities.

| | | | | |
|---------|-------------|---|---|----|
| DT1M 04 | CCLD 403 | Support programmes for the promotion of children's development www.sqa.org.uk/files_ccc/CCLD403.doc | 9 | 16 |
|---------|-------------|---|---|----|

1. Support procedures for the regular monitoring and assessment of children's development
2. Ensure provision meets children's developmental needs
3. Ensure provision supports children's positive behaviour
4. Monitor and evaluate records and recording procedures for the assessment of children's development

About this Unit

This Unit is about supporting the assessment of children's development and behaviour, and the promotion of development. It is a Unit that requires knowledge and understanding of children's development from 0 to 16 years and the ability to demonstrate competence for the age range of the children for whom you are developing programmes.

This Unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This Unit is

suitable if you co-ordinate the assessment of children's development and programmes to promote development, or if you support others undertaking these tasks. You may be a manager, supervisor or lead/senior professional or work in support of others within a setting or service with wide-ranging responsibilities for the provision of appropriate programmes, curricula or developmental activities for children.

| | | | | |
|----------------|-----------------|--|----------|-----------|
| DT10 04 | CCLD 404 | Reflect on, review and develop own practice www.sqa.org.uk/files_ccc/CCLD404.doc | 9 | 12 |
|----------------|-----------------|--|----------|-----------|

1. Investigate ways of reflecting on, reviewing and evaluating own practice
2. Reflect on and develop practice
3. Take part in continuing professional development

About this Unit

This Unit is about the competence you need to reflect on and evaluate your practice, by undertaking research-based processes including: reflective practice, reflexivity, reviews of literature, peer observation and feedback amongst other methods. Reflecting on practice is a tool for self-evaluation and will enable you to develop and learn from assessing your own performance. The Unit also includes taking part in continuous professional development and how this has been used to develop your practice.

This Unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This Unit is suitable if you have management responsibilities or are a lead/senior practitioner with significant responsibility within your work.

| Optional Units: Candidates must complete 5 optional units | | | | |
|--|-----------------|---|------------|--------------|
| SQA code | SSC code | Title | SCQF level | SCQF credits |
| DR6X 04 | CCLD 405 | Co-ordinate provision for babies and children under 3 years in partnership with their families www.sqa.org.uk/files_ccc/CCLD_405.doc | 9 | 10 |
| 1. Provide information on services and provision for parents | | | | |

| | | | | |
|---|-----------------|---|----------|-----------|
| <p>2. Co-ordinate and develop provision</p> <p>3. Encourage best practice in work with babies and children under 3 years</p> <p>About this Unit</p> <p>This Unit is about co-ordinating the provision of services for babies and children under 3 years in partnership with their parents.</p> <p>This Unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their parents and families. This Unit is for those with significant responsibility for provision of services for babies and children under 3 years.</p> | | | | |
| DR7E | CCLD 406 | <p>Develop and support children's early learning in partnership with teachers</p> <p>http://www.sqa.org.uk/files/aq/FT5G04.pdf</p> | 9 | 16 |
| <p>1. Contribute to planning and preparing for children's learning</p> <p>2. Use teaching and learning activities to deliver the curriculum</p> <p>3. Contribute to the monitoring and assessment of children's progress</p> <p>About this unit</p> <p>This Unit is about working with teachers to develop and support children's early learning. The Unit is aimed at those who work in a complementary role to that of the teacher and covers work with individuals, small and larger groups</p> <p>This Unit is for you if you are responsible for supporting a teacher and enhancing children's learning and early experience of curriculum subjects within a setting whose main purpose is children's care, learning and development.</p> | | | | |
| DT1C 04 | CCLD 407 | <p>Support and evaluate the curriculum for children's early learning</p> <p>www.sqa.org.uk/files_ccc/CCLD407.doc</p> | 9 | 16 |
| <p>1. Identify and support activities, resources and programmes for children's early learning</p> <p>2. Support the implementation of the curriculum for children's early learning</p> <p>3. Work with colleagues to monitor and evaluate the curriculum for children's learning</p> <p>About this Unit</p> | | | | |

This Unit is about co-ordinating and evaluating the curriculum for children's early learning. It includes delivering the curriculum and/or supporting colleagues to deliver the curriculum, ensuring adequate resources for curriculum delivery and assessment, and the evaluation of the effectiveness of the setting or service. The Unit applies to the curriculum within both formal early education frameworks and less formal provision for early learning.

The Unit is for you if you manage or are a lead/senior practitioner or work in support of colleagues involved in the delivery of the curriculum provision for children's early learning. If you work within formal early education frameworks, these vary between the four home countries and you will need to relate each part of the Unit to your own country and workplace.

| | | | | |
|----------------|---------------------|---|----------|-----------|
| DR88 04 | CCLD 408 | Evaluate, assess and support the physical, intellectual, emotional and social development of children http://www.sqa.org.uk/files/aq/FT5J04.pdf | 9 | 16 |
|----------------|---------------------|---|----------|-----------|

1. Facilitate the assessment and support of children's physical development
2. Facilitate the assessment and support of children's intellectual development
3. Facilitate the assessment and support of children's personal, emotional and social development
4. Support the collection of data and the monitoring and evaluation of provision to support children's development

About this Unit

This Unit is about assessing, evaluating and supporting children's physical, intellectual, emotional and social development. The Unit is closely linked to early education settings where the main purpose is children's care, learning and development, but could be applicable in other circumstances. Each home country has different curriculum and assessment frameworks for early education and you should approach this Unit in the context of the requirements of your home country.

This Unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This Unit is suitable if you are involved in the evaluation and support of children's physical, intellectual, emotional and social development, either as a manager or lead/senior practitioner or if you work in support of others and have significant responsibility for work with children, families, staff and other adults within the setting or service. It may also be appropriate for you if you work in support of other professionals with specific expertise in particular areas concerning

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| children's development. | | | | |
| DR82 04 | CCLD 409 | Evaluate, assess and support children's communication www.sqa.org.uk/files_ccc/CCLD_409.doc | 9 | 11 |
| <ol style="list-style-type: none"> 1. Support the assessment of children's communication, language and literacy 2. Facilitate the provision of an environment that promotes and enhances children's communication, language and literacy 3. Support the monitoring, evaluation and planning of improvements to support children's communication, language and literacy <p>About this Unit</p> <p>This Unit is about assessing and supporting children's communication, which includes their language and literacy. The Unit is closely linked to early education settings where the main purpose is children's care, learning and development, but could be applicable in other circumstances. Each home country has different curriculum and assessment frameworks for early education and you should approach this Unit in the context of the requirements of your home country.</p> <p>This Unit is for you if you are involved in the evaluation and support of children's communication, language and literacy, either as a manager or lead/senior practitioner, or work in support of others and have significant responsibility for supporting children, families, colleagues and other adults within the setting or service. It may also be appropriate for you if you work in support of other professionals with specific expertise in particular areas concerning children's development</p> | | | | |
| DR84 04 | CCLD 410 | Evaluate, support and assess children's creativity www.sqa.org.uk/files_ccc/CCLD_410.doc | 9 | 15 |
| <ol style="list-style-type: none"> 1. Support the assessment of children's creative development 2. Facilitate the provision of an environment that promotes and enhances children's creativity 3. Support the monitoring, evaluation and planning of improvements to support children's creative development <p>About this Unit</p> <p>This Unit is about evaluating and supporting children's creativity. The Unit is closely linked to</p> | | | | |

early education settings where the main purpose is children's care, learning and development, but could be applicable in other circumstances. Each home country has different curriculum and assessment frameworks for early education and you should approach this Unit in the context of the requirements of your home country.

This Unit is for you if you are involved in the evaluation and support of children's creative development, either as a manager or lead/senior practitioner or if you work in support of others and have significant responsibility for supporting children, families, staff and other adults within the setting or service. It may also be appropriate for you if you work in support of other professionals with specific expertise in particular areas concerning children's development.

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| DR80 04 | CCLD 412 | Evaluate and co-ordinate the environment for children and families www.sga.org.uk/files_ccc/CCLD412.doc | 9 | 14 |
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1. Evaluate the environment for children and families
2. Co-ordinate resources to meet the needs of children and families
3. Lead a process of change and improvement

About this Unit

This Unit is about co-ordinating and evaluating the childcare environment and leading a process of change and improvement.

This Unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This Unit is suitable if you are a manager or lead/senior practitioner, with significant responsibility for the environment for children and families.

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| DR5V 04 | CCLD 419 | Contribute to the enhancement of early education for children www.sga.org.uk/files_ccc/CCLD419.doc | 9 | 16 |
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1. Evaluate current educational practice within the setting
2. Provide advice to the provision on strategies for improvement
3. Support curriculum planning and development

4. Work alongside those within the settings to enhance educational provision

About this Unit

This Unit is about supporting provision that offers early education. It is about helping settings to evaluate their current educational practice and determine strategies for improvement. It also involves supporting settings in planning the curriculum and modelling good practice in providing a high quality early education experience for children and their families.

This Unit is for you if you work in support of settings that offer early education. You may work as part of a more general advisory service or across a number of similar settings or have a peripatetic role that is specific to a specialist service.

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| DT18 04 | CCLD 420 | Undertake a research project www.sqa.org.uk/files_ccc/CCLD420.doc | 9 | 19 |
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1. Identify research opportunities and plan research
2. Collect, analyse, interpret and present research findings
3. Identify changes to practice resulting from research

About this Unit

This Unit is about researching an area of practice, using the skills of data collection, analysis and evaluation. The Unit also includes identifying changes to practice and analysing the potential impact of such changes.

This Unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. The Unit will be suitable for managers and those who work at an advanced level with significant responsibilities.



3.2 Practitioner Qualifications

Table 19. HNC in Early Education and Childcare at SCQF Level 7

HNC Early Education and Childcare consists of four mandatory Units (48 SCQF credit points) and six optional Units (48 SCQF credit points).

| SQA code | Title | SCQF level | SCQF credits |
|--|---|------------|--------------|
| DF4Y 34 | Working in an Early Education and Childcare Setting http://www.sqa.org.uk/files/hn/DF4Y34.pdf | 7 | 24 |
| <p>This Unit is intended to provide a practical understanding of working in an early education and childcare setting. It is designed to enable candidates to understand the features of working in an early education and childcare setting and of how to observe, plan, record and report in that context. It is intended for candidates who want to work with children in an early education and childcare setting and to build their skills and make them competent to work with children, including those for whom additional support is required, and as part of a team of other professionals..</p> <p>On completion of the Unit the candidate should be able to:</p> <ol style="list-style-type: none"> 1. Analyse how learning, or in the case of Playwork-play, takes place in an early education and/or childcare setting (select a minimum of 2 developmental/childhood stages) 2. Demonstrate knowledge of how to plan, organise and implement development and learning opportunities in an early education and/or childcare setting (use the same developmental/childhood stages selected for Outcome 1) <p>Identify and demonstrate how appropriate skills are used to create a nurturing and stimulating learning and/or Playwork environment Evaluate your own contribution in creating a nurturing and professional service for children.</p> | | | |
| F3S4 34 | Children and Young People's Rights: Provision, Protection and Participation http://www.sqa.org.uk/files/hn/F3S434.pdf | 7 | 8 |
| <p>This Unit is designed to enable candidates to understand relevant legislation designed to ensure children and young people's rights in Scotland. It will provide candidates with an understanding of how legislation influences practice in an early years and childcare setting and encourage them to reflect on their role in ensuring the promotion of children and young people's rights.</p> <p>Candidates will examine the term participation in relation to children and young people's rights and consider specifically their role in responding to child protection concerns.</p> | | | |

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

1. Analyse the values and principles that inform the promotion of children and young people's rights.
2. Define the term participation in relation to children and young people's rights, and examine the adult's role in supporting and facilitating children's participation.
3. Examine the role of the early years practitioner in supporting and protecting children and young people.

F3S9 34

Theoretical Approaches to Development and Learning

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<http://www.sqa.org.uk/files/hn/F3S934.pdf>

This Unit is designed to enable candidates to research and gain theoretical understanding of the development and learning of children. This Unit highlights the role of play in children's development and learning. This theoretical knowledge will be linked to practice.

This Unit is intended for candidates who are on work placement or employed in an early years setting and/or who are undertaking the HNC Early Education and Childcare.

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

1. Analyse theories/approaches to children's development and learning.
2. Analyse theories/approaches to play/Playwork.

Guidance on the content and context for this Unit

In keeping with the Scottish Government's vision of a single integrated qualification and professional development framework, this Unit and the Group Award it belongs to has been aligned to the Standard for Childhood Practice, 2007. More specifically this Unit maps to elements of the following Standards:

3.1 — a broad and balanced knowledge and understanding of children and childhoods which underpins their practice and is used to inform their leadership of others

3.3 — a critical understanding of the theories and principles required to analyse and critically evaluate the programmes provided by the service

3.9 — knowledge and understanding needed to support evidence informed practice

4.5 — engage in professional reflection for continuing improvement

While it is important not to lose some of the traditional theories/approaches, candidates should be encouraged to research current theories/thinking which are still relevant today.

Outcome 1

Candidates should have the opportunity to explore the work of a range of theorists and related theories in the following categories. The suggestions are not exhaustive and choices should reflect

current thinking at the time of delivery.

Social/ Emotional Development

The work of Bandura, Rosenthal and Jacobson, Rogers, Bowlby, Schaffer, Rutter, Trevarthen, Holt, Havighurst, Ainsworth and Attachment Theory.

Cognitive Development

This can be looked at from a Constructivist eg Piaget (Accommodation, Assimilation and Schemas), Hughes, McGarrigle and Donaldson and Social Constructivist — Bruner and Vygotsky perspectives. Other areas such as Brain Gym, Paul Dennison, Emotional Intelligence — Goleman and Learning Styles of Tizard and Hughes. The work of Howard Gardner and multiple intelligences.

Language Development

This could look at the work of Chomsky, Brown and Trevarthen, and areas of Emergent Language.

Personality Development

This can incorporate the work of Freud and Erikson, Rogers, Kelly and Kohlberg.

HN Unit (F3S9 34): Theoretical Approaches to Development and Learning 6

Higher National Unit specification: support notes (cont)

Unit title: Theoretical Approaches to Development and Learning

Outcome 2

Candidates should have the opportunity to explore the work of a range of theorists and related theories. The suggestions are not exhaustive and choices should reflect current thinking and new evolving theories at the time of delivery.

Current thinking in play and Playwork theories could include the work of:

- ◆ Chris Athey, Tina Bruce and Kathy Sylva
- ◆ play types/ Evolutionary play (Bob Hughes)
- ◆ Seven Process of Play (Stuart Lester)
- ◆ 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 — (Perry Else; Gordon Sturrock)

◆ consider new and evolving theories of play and Playwork

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| F290 34 | Early Education and Childcare: Graded Unit 1 http://www.sqa.org.uk/files_ccc/DDF29034.pdf | 7 | 8 |
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(This is a project-based unit)

This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the Higher National Certificate in Early Education and Childcare:

1. to enable candidates to demonstrate an understanding of the values and principles which underpin work in early education and childcare settings to enable candidates
2. to integrate knowledge, theory and practice effectively in a variety of early education and childcare settings
3. to enable candidates to have a service user and childcare worker focus in their practice to assist candidates to practice in an anti-discriminatory way
4. to enable candidates to critically evaluate their practice and to be reflective practitioners
5. to enable candidates to develop a working knowledge of current legislation, policy and practice methods
6. to facilitate progression to higher education

This Graded Unit will be assessed by the use of an investigation which will include:

1. a plan of action
2. an investigation report with conclusions and recommendations
3. evidence showing evaluation and or a review of the investigation

The investigation should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Group Award that this Graded Unit covers.

Candidates must complete 6 optional units from the following.

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| DF55 34 | Children and Young People with Additional Support Needs http://www.sqa.org.uk/files_ccc/DDF5534.pdf | 7 | 8 |
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This Unit is designed to enable candidates to examine the agencies and professionals who may be involved in offering support to the child with additional support needs, their families and significant others. This Unit is designed to enable candidates to have an understanding of the conditions experienced by children and young people (0-12) which lead to additional support needs.

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

1. Investigate the meaning of the term additional support needs
2. Investigate a range of disabilities which may require the provision of additional support
3. Assess the additional support required by children and young people experiencing a range of

| additional support needs | | | |
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| DF56 34 | Contemporary Issues for Children and Families http://www.sqa.org.uk/files_ccc/DDF5634.pdf | 7 | 8 |
| <p>Unit purpose: To enable candidates to develop research skills in investigating current issues affecting family life in Scotland. Candidates will be able to gain in-depth knowledge and understanding of factors influencing the growth and development of children and young people in Scotland and the wide range of contemporary child-rearing practices and family dynamics.</p> <p>On completion of the Unit the candidate should be able to:</p> <ol style="list-style-type: none"> 1. Investigate social and cultural issues currently relevant to children and families living in Scotland 2. Identify and demonstrate knowledge of current social and cultural issues relevant to children and families 3. Be able to express informed and objective opinions in relation to social and cultural issues relevant to children and families 4. Use a range of standard applications to present the investigation 5. Use appropriate referencing | | | |
| F3S3 34 | Curriculum and Assessment in an Early Years and Childcare Setting http://www.sqa.org.uk/files/hn/F3S334.pdf | 7 | 8 |
| <p>The Unit is intended for candidates who are employed in an early years and childcare setting or have a placement within such a setting.</p> <p>It is designed to enable candidates to understand the contribution a curriculum makes to a quality learning environment and how a range of observational and assessment techniques further contributes to this.</p> <p>On completion of the Unit the candidate should be able to:</p> <ol style="list-style-type: none"> 1. Explain how the curriculum supports a quality learning environment. 2. Evaluate the effectiveness of using a range of observational techniques in an early years and childcare setting. 3. Explain ways in which a range of assessment techniques can enhance the practitioners understanding of the child's needs. <p>Curriculum and Assessment in an Early Years and Childcare Setting</p> <p>In Outcome 1 the following issues may be considered when identifying the range of approaches to providing a child centred curriculum and may include:</p> <ul style="list-style-type: none"> ◆ play as a vehicle for learning and as a mechanism for supporting literacy and numeracy and ICT ◆ current initiatives which influence the provision of a curriculum eg early intervention schemes, High Scope, the work of Peter Moss on children's spaces, integrated childcare strategies and others such as | | | |

Margaret Whalley

Current curricular documentation eg 5–14 Curriculum, Curriculum for Excellence; Birth to Three Framework; other local and national guidelines.

In Outcome 2 candidates need to demonstrate they can use a variety of observational techniques such as:

- ◆ direct, naturalistic observations with the candidate as observer and with the candidate as participant.
- ◆ time sampling techniques.
- ◆ checklists/pre-coded categories.
- ◆ structured and free descriptions.
- ◆ the use of observational matrices.
- ◆ frequency sampling techniques.
- ◆ candidates might be encouraged to use, but only where appropriate and where permission is explicitly given photographs, visual and sound recordings. N.B ethical considerations here.
- ◆ other approaches as appropriate.

For Outcome 3 candidates need to be aware of:

- ◆ the importance of working with parents or carers
- ◆ the importance of understanding the child's role in the assessment process
- ◆ the importance of confidentiality
- ◆ the importance of sharing information between and across boundaries
- ◆ ethical considerations

Candidates should have an opportunity to observe a range of the following assessment processes, preferably in the workplace for consideration:

- ◆ transition documents
- ◆ baseline assessment
- ◆ the use of formative assessment
- ◆ the use of summative assessment

- ◆ children's profiles a range of assessments eg in-school assessments, local authority driven assessments
- ◆ nationally driven assessments
- ◆ others as they may be used by appropriate professional groups
- ◆ All About Me books
- ◆ Individual Learning Plans
- ◆ Self Assessment

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| DF53 34 | Facilitating Playwork Opportunities http://www.sqa.org.uk/files_ccc/DDF5334.pdf | 7 | 8 |
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This Unit is designed to enable candidates to investigate a range of theories and current thinking around the area of play from a Playwork perspective. The Unit is specifically intended for candidates working in a Playwork environment, or in placement in a Playwork environment.

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

1. Define the term play in relation to current views and thinking in Playwork
2. Describe the role of the adult in play using interventionist and non-interventionist views
3. Explain the principles of the play environment in terms of Playwork values and current thinking

Guidance on the content and context for this Unit

Outcome 1

Current thinking in play and Playwork – Hughes, Sylva, Sturrock, Rennie, Bruce, Else.

Pure play, play codes, psycholudics and evolutionary play views

Play as a process not a product

Child centred play as defined by the child leading the play experience

Spontaneous, adventurous, challenging play

Freely chosen play experiences

United Nations Article 31 – children's right to play

Risk and challenge

Play as a learning opportunity for personal skills and development

Current values in Playwork.

Outcome 2

The role of the adult as facilitator in children's play – not hindering play experiences by unnecessary intervention, waiting to be invited into children's play – non-interventionist approach.

Risk assessment in relation to hazard – importance of adult realising that risk taking is an integral part of play

Valuing the right for all children to play – anti-discriminatory factors and access to play opportunities

The adult recognising the importance of children's participation in the planning and evaluation of the play experiences – opportunities for listening to children, encouraging children to lead play.

Outcome 3

Resources offer choice, challenge and freely chosen opportunities for children

Concepts of 'loose parts' and play space – see Brown, F (2003)

Current values of Playwork – Skills Active (formerly Sprito)

Consider the different types of play environment and play experience in relation to play directed by adults as compared to play directed by children

Play environment should be accessible to all children and meet the individual needs of each child – anti discriminatory practice, participation of all children, listening to children's views on what they want.

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| DF57 34 | Strategies and Initiatives to Support Children's Health and Wellbeing http://www.sqa.org.uk/files_ccc/DDF5734.pdf | 7 | 8 |
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This Unit is designed to enable candidates to gain an understanding of the factors that affect children's health and wellbeing and develop strategies to support the health and wellbeing of children, including those for whom additional support is required. Controversial issues surrounding the implementation of preventative measures and current initiatives to promote children's health and wellbeing will also be examined. 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:

1. Investigate factors affecting continuity of care in the promotion of child health
2. Evaluate the role of preventative and protective measures in the promotion of children's

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| <p>general wellbeing, health, nutrition and safety</p> <ol style="list-style-type: none"> Analyse and evaluate current initiatives which support children's health Plan, implement and evaluate an activity to raise awareness of children's health | | | |
| DE3R 34 | <p>Personal Development Planning</p> <p>http://www.sqa.org.uk/files_ccc/DE3R34.pdf</p> | 7 | 8 |
| <p>This unit helps candidates to take responsibility for their own learning and development. In particular it provides a framework for the development of the personal and general skills and qualities which employers seek in the workplace and which are increasingly recognised as underpinning success in personal life, in citizenship and in lifelong learning. The contexts of progression to employment, or from college to university, or developing Core Skills, can be used.</p> <p>Through a process of Personal Development Planning¹ candidates will identify their skills, abilities and development needs and review these in the context of their own personal, educational and career aims. They will devise a personal action plan, then undertake and evaluate that plan. They will gather, organise and present evidence of each stage of the plan - including personal reviews - in their personal development portfolio.</p> <p>On completion of the Unit the candidate should be able to:</p> <ol style="list-style-type: none"> Create and maintain a personal development portfolio and a personal action plan. Implement his/her personal action plan. Monitor and evaluate the plan and its implementation. | | | |
| DF58 34 | <p>Promoting Language, Literacy and Numeracy in Early Education and Childcare</p> <p>http://www.sqa.org.uk/files/hn/DDF5834.pdf</p> | 7 | 8 |
| <p>This Unit is designed to provide candidates with the skills and strategies necessary to facilitate children's development in language, literacy and numeracy in an early education and childcare setting.</p> <p>On completion of the Unit the candidate should be able to:</p> <ol style="list-style-type: none"> Demonstrate an understanding of the processes involved in becoming literate and numerate Describe the role of the adult in terms of development of language, literacy and numeracy Evaluate materials and practice that foster literacy and numeracy | | | |
| DH2G 34 | <p>Supporting Children Learning Through an Additional Language</p> <p>http://www.sqa.org.uk/files_ccc/DDH2G34.pdf</p> | 7 | 8 |
| <p>This Unit is designed to give candidates the opportunity to gain an understanding of some of the issues relating to working with children who are learning through an additional language. The Unit will also</p> | | | |

give the candidate the opportunity to explore ways of supporting children with their language needs.

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

1. Explain the processes involved in acquiring an additional language and the factors that influence that development
2. Explore and evaluate a range of strategies to use when supporting children who are learning through an additional language
3. Investigate the role of adults and agencies that may be working with children who are learning through an additional language, and their families
4. Examine and evaluate how an ethos which celebrates and values cultural diversity in the workplace/setting supports learning through an additional language

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| DG5D 35 | Team Working in Care Settings http://www.sqa.org.uk/files_ccc/DDG5D35.pdf | 7 | 8 |
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This Unit is designed to enable candidates to achieve an understanding of effective team working and to evaluate their practice in this context.

Candidates will have the opportunity to:

1. apply theories of team formation and effective function from a leadership perspective
2. evaluate team and individual performance

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

1. Evaluate team effectiveness in accordance with factors that contribute to good team working.
2. Analyse how effective interpersonal skills and dynamics contribute to group and team work.
3. Evaluate the contribution of performance review and the associated goal setting to the success of any organisation.

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| DF54 34 | Understanding and Supporting Children's Behaviour http://www.sqa.org.uk/files_ccc/DDF5434.pdf | 7 | 8 |
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This Unit is designed to enable candidates to gain an understanding of the reasons why young children behave the way they do and the factors that influence this behaviour. This Unit will also enable candidates to explore strategies to use in the support of a range of behaviours with consideration of the additional support needs for more challenging behaviour.

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

1. Identify and explain factors that influence behaviour
2. Analyse and evaluate a range of strategies in the support of behaviour
3. Investigate causes for concern and additional support needs
4. Demonstrate an awareness of the roles of other professionals and the strategies they use in the support of behaviour

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| DF59 34 | Working With Children 0-3 Years | 7 | 8 |
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| | http://www.sqa.org.uk/files_ccc/DDF5934.pdf | | |
| <p>This Unit is designed to enable candidates to gain an understanding of the implications of working with very 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.</p> <p>On completion of the Unit the candidate should be able to:</p> <ol style="list-style-type: none"> 1. Explain theories of the importance of developing nurturing relationships between young children and significant adults 2. Analyse and evaluate different approaches to responsive play 3. Plan, implement and evaluate opportunities for the development of nurturing relationships 4. Plan, implement and evaluate activities to promote all aspects of young children's development and learning | | | |
| DF5A 3 | Working With Children 3-5 Years http://www.sqa.org.uk/sqa/files_ccc/DF5A34.pdf | 7 | 8 |
| <p>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.</p> <p>On completion of the Unit the candidate should be able to:</p> <ol style="list-style-type: none"> 1. Explain theories of the importance of developing nurturing relationships between young children and significant adults 2. Analyse and evaluate benefits of play to the development and learning of children aged 3-5 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) 4. Plan, implement and evaluate a range of effective play opportunities to promote all aspects of young children's development and learning | | | |
| DF5C 34 | Working With Children 5-8 Years http://www.sqa.org.uk/files_ccc/DDF5C34.pdf | 7 | 8 |
| <p>This Unit is designed to enable candidates to gain an understanding of the implications of working with children aged 5-8 years, and to gain 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 to introduce the candidates to the promotion of development of children aged 5-8 through</p> | | | |

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 are employed in the Playwork/childcare sector. Candidates who are undertaking the 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:

1. Investigate theories of development for children aged 5-8
2. Understand the value of play to the development of children aged 5-8
3. Explore and evaluate the adult role in engaging with children aged 5-8, and promoting positive interaction with their peer group
4. Plan, implement and evaluate play opportunities and experiences, which promote all aspects of development and learning for children aged 5-8

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| DF5D 34 | Working With Children 8-12 Years http://www.sqa.org.uk/files_ccc/DDF5D34.pdf | 7 | 8 |
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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:

1. Investigate theories of development for children aged 8-12
2. Explore the value of play and other activities in relation to the learning and development of the child 8-12
3. Plan, implement and evaluate play opportunities and other activities which will promote development and learning for children 8-12
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

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

HN Unit (DF5D 34): Working With Children 8-12 Years 7

Higher National Unit specification: support notes (cont)

Unit title: Working With Children 8-12 Years

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.

| | | | |
|----------------|--|----------|----------|
| DE1K 33 | Workplace Communication in English http://www.sqa.org.uk/files_ccc/DDE1K33.pdf | 6 | 8 |
|----------------|--|----------|----------|

This Unit develops oral and written communication skills in English at SCQF level 5. It is aimed at candidates for whom English is an additional language. The Unit is appropriate for use within a wide variety of business contexts.

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

1. Respond to written business communication.
2. Produce well structured written business information.
3. Contribute to an extended discussion on a complex vocational issue.

Table 20. SVQ 3 Playwork at SCQF Level 7 - Structure

To attain the qualification candidates must complete 9 Units in total. This comprises:

5 Mandatory Units

4 Optional Units

Please note the table below shows the SSC identification codes listed alongside the corresponding SQA Unit codes. It is important that the SQA Unit codes are used in all your recording documentation and when your results are communicated to SQA.

| Mandatory Units: Candidates must complete 5 Units | | | | |
|--|-----------------|--|-------------------|---------------------|
| SQA code | SSC code | Title | SCQF level | SCQF credits |
| FT4M 04 | PW6 | Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People http://www.sqa.org.uk/files/aq/FT4M04.pdf | 7 | 14 |

NOS OVERVIEW

Indicative review date: July 2015

This unit is about helping to develop and implement policies and procedures that support children and young people's needs and rights. The unit also covers promoting diversity and inclusion in the play setting and contributing to child protection. The unit is appropriate for all settings whose main purpose is providing children and young people with opportunities for freely chosen, self-directed play.

The unit is divided into three parts. The first part describes the four things you have to do. These are:

1. investigate and consult on children and young people's rights.
2. contribute to policies and procedures that reflect children and young people's needs and rights.
3. promote a diverse and inclusive environment .
4. contribute to the protection of children and young people from abuse .

The second part describes the knowledge and understanding you must have

The third part gives some examples and explanations of some words we use in this unit.

This unit is for experienced staff working directly with children in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

| | | | | |
|---|-----|--|---|----|
| This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice. | | | | |
| FT4P 04 | PW7 | Develop and Maintain a Healthy, Safe and Secure Environment for Children http://www.sqa.org.uk/files/aq/FT4P04.pdf | 7 | 12 |
| NOS OVERVIEW | | | | |
| Indicative review date: July 2015 | | | | |
| <p>This unit is about the provision of an environment for children that promotes their health, safety and protection. It also covers outings that form part of work activities.</p> <p>The unit is divided into three parts. The first part describes the three things you have to do. These are:</p> <ul style="list-style-type: none"> • establish a healthy, safe and secure environment for children • maintain a healthy, safe and secure environment for children • implement procedures for accidents, injuries, illnesses and other emergencies <p>The second part describes the knowledge and understanding you must have.</p> <p>The third part gives some examples and explanations of some words we use in this unit.</p> <p>This unit is for experienced staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen self-directed play.</p> <p>This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.</p> | | | | |
| FT4R 04 | PW8 | Develop and Promote Positive Relationships | 7 | 9 |
| NOS information not found on SQA website. | | | | |
| FT4T 04 | PW9 | Plan and Support Self-directed Play http://www.sqa.org.uk/files/aq/FT4T04.pdf | 8 | 17 |
| NOS OVERVIEW | | | | |
| Indicative review date: July 2015 | | | | |
| This unit is about identifying the play needs and preferences of children and young people, | | | | |

developing play spaces that will meet these needs and supporting children and young people during play. The unit is appropriate for all settings whose main purpose is providing children and young people with opportunities for freely chosen, self-directed play.

The unit is divided into three parts. The first part describes the four things you have to do. These are:

1. collect and analyse information on play needs and preferences
2. plan and prepare play spaces
3. support self-directed play
4. help children and young people to manage risk during play

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

This unit is for experienced staff working directly with children in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

| | | | | |
|----------------|-------------|---|----------|-----------|
| FT4V 04 | PW10 | Reflect on and Develop Practice http://www.sqa.org.uk/files/aq/FT4V%2004.pdf | 8 | 17 |
|----------------|-------------|---|----------|-----------|

NOS OVERVIEW

Indicative review date: July 2015

This unit is about the competence you need to reflect on your practice. Reflecting on practice is a tool for self-evaluation and will enable you to develop and learn from assessing your own practice. The unit also includes taking part in continuous professional development and how this has been used to develop your practice.

The unit is divided into three parts. The first part describes the two things you have to do. These are:

- reflect on practice
- take part in continuing professional development

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in the unit.

This unit is for experienced staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen self-

directed play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

Optional Units: Candidates must complete 4 Units from Group A and/or Group B

Group A: Candidates must complete from 2 to 4 Units

| SQA code | SSC code | Title | SCQF level | SCQF credits |
|----------|----------|--|------------|--------------|
| FT4W 04 | PW11 | Work With Colleagues in a Team http://www.sqa.org.uk/files/aq/FT4W04.pdf | 6 | 10 |

NOS OVERVIEW

Indicative review date: July 2015

This unit is about being a good team worker, carrying out duties and responsibilities as agreed, and monitoring and supporting the work of your colleagues.

The unit is divided into three parts. The first part describes the three things you have to do. These are:

1. contribute to the work of your team
2. provide support to your colleagues
3. respond to conflict in your team

The second part describes the knowledge and understanding you must have. The third part gives some examples and explanations of some words we use in this unit.

The unit is for you if you work with colleagues in a team and take some responsibility for the work of others in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self- directed play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

| | | | | |
|---------|------|--|---|----|
| FT4X 04 | PW12 | Respond to Concerns about Possible Child Abuse http://www.sqa.org.uk/files/aq/FT4X04.pdf | 7 | 10 |
|---------|------|--|---|----|

NOS OVERVIEW

Indicative review date: July 2015

This unit is about dealing safely and effectively with concerns about possible child abuse. The purpose of the support could be to deal with:

1. concerns of physical abuse
2. concerns about bullying
3. concerns of neglect
4. concerns about emotional abuse
5. concerns about sexual abuse

The unit is divided into three parts. The first part describes the three things you have to do. These are:

1. identify signs of possible abuse
2. respond to a child's disclosure of abuse
3. follow policies and procedures to report possible abuse

The second part describes the knowledge and understanding you must have.

The third gives some examples and explanations of some words we use in this unit.

The unit is for you if you work directly with children in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. It is recommended that you should have had an appropriate level of training in child protection and be familiar with your organisation's procedures for dealing with suspected abuse

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

| | | | | |
|----------------|-------------|--|----------|----------|
| FT4Y 04 | PW13 | Contribute to Children's Health and Well Being http://www.sqa.org.uk/files/aq/FT4Y04.pdf | 7 | 9 |
|----------------|-------------|--|----------|----------|

NOS OVERVIEW

Indicative review date: July 2015

This unit is about supporting children's physical health through encouraging a healthy lifestyle and providing satisfying and nutritional food and drinks. The unit is appropriate for all settings whose main purpose is providing children and young people with opportunities for freely chosen, self-

directed play.

The unit is divided into three parts. The first part describes the two things you have to do. These are:

1. encourage and support a healthy lifestyle
2. provide food and drinks

The second part describes the knowledge and understanding you must have. The third gives some examples and explanations of some words we use in this unit.

The unit is for you if you work directly with children in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play and you also provide them with food and drink.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

| | | | | |
|----------------|-------------|--|----------|-----------|
| FT50 04 | PW14 | Engage with Parents and Carers in the Play Environment http://www.sqa.org.uk/files/aq/FT5004.pdf | 6 | 10 |
|----------------|-------------|--|----------|-----------|

NOS OVERVIEW

Indicative review date: 2015

This unit is about engaging with parents and carers to support the needs of children in the play environment. It is about providing basic parenting support and signposting parents to other services or forms of assistance, especially in relation to issues pertinent to play.

The unit is divided into three parts. The first part describes the two things you have to do. These are:

1. communicate effectively with parents, carers and families
2. support effective parenting

The second part describes the knowledge and understanding you must have.

The third part gives examples and explanations of some words we use in this unit.

The unit is for you if you have direct and regular contact with parents and carers in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

| | | | | |
|----------------|-------------|---|----------|----------|
| FT51 04 | PW15 | Administer Playwork Provision http://www.sqa.org.uk/files/aq/FT5104.pdf | 7 | 8 |
|----------------|-------------|---|----------|----------|



| | | | | |
|--|-------------|--|----------|-----------|
| | | | | |
| <p>NOS OVERVIEW</p> <p>Indicative review date: July 2015</p> <p>This unit is about implementing access procedures and maintaining records about children and young people.</p> <p>The unit is divided into three parts. The first part describes the two things you have to do. These are:</p> <ol style="list-style-type: none"> 1. implement access procedures 2. record and report key information <p>The second part describes the knowledge and understanding you must have.</p> <p>The third gives some examples and explanations of some words we use in this unit</p> <p>The unit is for you if you implement access procedures and maintain records in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.</p> <p>This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.</p> | | | | |
| FT52 04 | PW24 | <p>Inclusive Play, Working with Disabled Children and Young People</p> <p>http://www.sqa.org.uk/files/aq/FT5204.pdf</p> | 8 | 11 |
| <p>NOS OVERVIEW</p> <p>Indicative review date: July 2015</p> <p>This unit is about ensuring that playwork practitioners demonstrate the skills and knowledge required to ensure that disabled children and young people have equal access to play setting. The unit covers inclusive play guidelines, codes of practice and policy making.</p> <p>The unit is divided into three parts. The first part describes the two things you have to do. These are:</p> <ol style="list-style-type: none"> 1. develop and implement inclusive play and practice 2. manage inclusive play <p>The second part describes the knowledge and understanding you must have.</p> <p>The third part gives some examples and explanations of some words we use in this unit.</p> <p>This unit is for experienced staff who work directly with children and young people in a setting</p> | | | | |

| | | | | |
|---|-------------|---|----------|-----------|
| <p>whose main purpose is providing opportunities for freely chosen, self directed play</p> <p>This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.</p> | | | | |
| FT53 04 | PW39 | <p>Develop, Maintain and Sustain Adventure Playgrounds</p> <p>http://www.sqa.org.uk/files/aq/FT5304.pdf</p> | 7 | 10 |
| <p>NOS OVERVIEW</p> <p>Indicative review date: July 2015</p> <p>This unit is about developing, maintaining and sustaining adventure playgrounds and supporting children and young people in the design and build process.</p> <p>The unit is divided into three parts. The first part describes the three things you have to do. These are:</p> <ol style="list-style-type: none"> 1. work with tools and materials to design, construct and maintain structures in adventure playgrounds 2. support children and young people to create, develop and maintain ownership of adventure playgrounds 3. work with children, young people and the local neighbourhood to develop, maintain and sustain adventure playgrounds <p>The second part describes the knowledge and understanding you must have.</p> <p>The third part gives some examples and explanations of some words we use in this unit</p> <p>This unit is for staff working with children and young people to design, construct and maintain structures in the play environment.</p> <p>This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.</p> | | | | |
| FT54 04 | PW40 | <p>Manage the Facilitation of Open Access Play Opportunities in Public Places</p> <p>http://www.sqa.org.uk/files/aq/FT5404.pdf</p> | 7 | 9 |
| <p>NOS OVERVIEW</p> <p>This unit links closely with units SKAB226, SKAPW11, SKAPW14, SKAPW6, SKAPW7, SKAPW8,</p> | | | | |

SKAPW9, SKAPW10

Indicative review date: July 2015

This unit is about managing the facilitation of open access play opportunities in parks and public open spaces. It involves identifying outdoor public spaces within which to work, as well as promoting, planning, delivering and monitoring provision to develop effective services.

The unit is divided into three parts. The first part describes the two things you have to do. These are:

1. identify and promote outdoor public spaces for supporting play
2. make preparations for planning and supporting play

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

This unit is for staff working with children, young people and the local community to support open access, inclusive outdoor play opportunities in public spaces e.g. play rangers, detached playworkers

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

| | | | | |
|----------------|-------------|--|----------|-----------|
| FT55 04 | PW41 | <p>Carry Out Playwork with Young Children (pre-school)</p> <p>http://www.sqa.org.uk/files/aq/FT5504.pdf</p> | 7 | 11 |
|----------------|-------------|--|----------|-----------|

NOS OVERVIEW

Indicative review date: July 2015

This unit is suitable for playworkers who undertake playwork with pre-school children. It is suitable for playworkers who work exclusively with young children and for playworkers whose work with young children is part of a wider provision for older children and young people.

The unit is divided into three parts. The first part describes the two things you have to do. These are:

1. support the wellbeing of young children in the play environment
2. support the play process

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

The unit is for you if you have direct and regular contact with parents and carers in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-

directed play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

Support the wellbeing of young children in the play environment

P1 balance the need to meet young children's care needs with the primary focus of freely chosen play

P2 communicate the purpose of the setting and play environment to young children in ways that are appropriate to the process of their individual development

P3 communicate the purpose of the play space to parents and carers, highlighting the benefits of freely chosen play

P4 identify behaviour patterns, routines and individual needs of young children that can be used to inform practice

P5 agree, implement and keep records of appropriate routines and procedures

P6 form appropriate attachments with young children

P7 provide food, and drink for children appropriate to their needs

P8 provide information, in line with confidentiality agreements, to parents, carers and other agencies or professionals

Support the play process

P10 enable young children to follow their own instincts in their play

P11 provide a range of loose parts suitable for young children to play with

P12 support young children to contribute to creating, developing and changing the play environment

P13 support young children to make choices about the direction and content of their own play

P14 observe young children at play

P15 respond to young children's play cues

P16 support young children to develop and explore their schemas through appropriate interventions and supply of resources

P17 help to maintain the play frames of young children

P18 bring play to an end in a way that supports the needs of young children

| | | | | |
|---|-------------|--|----------|-----------|
| | | | | |
| FT56 04 | B226 | Promote Your Organisation in the Community http://www.sqa.org.uk/files/aq/FT5604.pdf | 7 | 13 |
| NOS OVERVIEW | | | | |
| Indicative review date: July 2015 | | | | |
| <p>This unit is about promoting your area of work and its value to the community and setting up and maintaining networks that could be useful to your job.</p> <p>The unit is divided into three parts. The first part describes the two things you have to do. These are:</p> <ol style="list-style-type: none"> 1. make people in the community aware of opportunities and benefits 2. establish and maintain links with other organisations and individuals <p>The second part describes the knowledge and understanding you must have.</p> <p>The third part gives some examples and explanations of some words we use in this unit</p> <p>The unit is for you if you work in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play and you are regularly involved in promoting your organisation and working closely with others in the community.</p> <p>This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.</p> | | | | |
| FT57 04 | B227 | Contribute to Evaluating, Developing and Promoting Services | 8 | 11 |
| NOS information not found on SQA website. | | | | |
| FT58 04 | B228 | Organise and Supervise Travel http://www.sqa.org.uk/files/aq/FT5804.pdf | 7 | 7 |
| NOS OVERVIEW | | | | |
| Indicative review date: May 2012 | | | | |
| <p>This unit is about organising and supervising travel for children, young people and adults. Travel may be 'self-powered', for example on foot or by bicycle, in an owned or hired vehicle, or by public transport.</p> <p>The unit is divided into three parts.</p> <p>The first part describes the two things you have to do. These are:</p> | | | | |

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1. make travel arrangements
2. supervise travel

The second part describes the knowledge and understanding you must have. The third part gives some examples and explanations of some words we use in the unit. This unit is for people who organise travel involving children and young people with adult involvement.

| Group B: Candidates may complete up to 2 Units | | | | |
|--|-------------|---|------------|--------------|
| SQA code | SSC code | Title | SCQF level | SCQF credits |
| DR5F 04 | A27 | Manage a Budget | 7 | 11 |
| NOS information not found on SQA website. | | | | |
| FM4Y 04 | A319 | Recruit, Select and Keep Colleagues | 9 | 12 |
| NOS information not found on SQA website. | | | | |
| FM53 04 | A321 | Provide Learning Opportunities for Colleagues | 8 | 11 |
| NOS information not found on SQA website. | | | | |
| FD3K 04 | A320 | Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility | 7 | 14 |
| NOS information not found on SQA website. | | | | |

Table 21. SVQ 3 Social Services (Children and Young People) at SCQF 7 - Structure

| Mandatory Units: Candidates must complete 4 Units | | | | |
|---|-----------------|---|-------------------|---------------------|
| SQA code | SSC code | Title | SCQF level | SCQF credits |
| H5LC 04 | SCDCCLD 0301 | Promote effective communication http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD3/SCDCCLD0301.pdf | 7 | 9 |
| NOS OVERVIEW Indicative review date: December 2014 This standard identifies the requirements when promoting effective communication within a work setting where children are cared for or supported. This includes establishing understanding of the child's communication preferences and needs, supporting children to communicate, communicating effectively on difficult, complex and sensitive issues and communicating with others through records and reports. This Standard is tailored from SCDHSC0031 (Health and Social Care suite of NOS) Candidates must be able to: <ol style="list-style-type: none"> 1. Establish understanding about children's communication Support children to interact through communication 2. Communicate effectively about difficult, complex and sensitive issues with children and key people 3. Communicate using records and reports | | | | |
| H5LD 04 | SCDHSC0032 | Promote health, safety and security in the work setting http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD3/SCDHSC0032.pdf | 7 | 10 |
| NOS OVERVIEW Indicative review date: August 2014 This standard identifies the requirements when keeping yourself and individuals safe and secure within a work setting where children, young people or adults are cared for or supported. This includes carrying out health and safety checks before you begin work activities, ensuring your actions support health and safety, and taking action to deal with emergencies. | | | | |

| | | | | |
|---|-------------------|---|----------|-----------|
| Candidates must be able to: | | | | |
| <ol style="list-style-type: none"> 1. Maintain health, safety and security in the work setting 2. Promote health and safety in the work setting 3. Minimise risks arising from emergencies | | | | |
| H5LE 04 | SCDHSC0033 | Develop your practice through reflection and learning http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD3/SCDHSC0033.pdf | 7 | 9 |
| NOS OVERVIEW Indicative review date: August 2014 <p>This standard identifies the requirements for reflecting on and developing your practice within settings where individuals are cared for or supported. This includes reflecting on your own practice in the workplace and taking action to enhance your practice by using opportunities for development.</p> <p>Candidates must be able to:</p> <ol style="list-style-type: none"> 1. Reflect on your own practice 2. Take action to enhance your practice | | | | |
| H5LF 04 | SCDHSC0034 | Promote the safeguarding of children and young people http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD3/SCDHSC0034.pdf | 7 | 10 |
| NOS OVERVIEW Indicative review date: August 2014 <p>This standard identifies the requirements for developing your practice within settings where individuals are cared for or supported. This includes reflecting on your current skills and knowledge in the workplace, taking opportunities to improve your practice and applying learning in the workplace.</p> <p>Candidates must be able to:</p> <ol style="list-style-type: none"> 1. Maintain your understanding and awareness of harm, abuse and safeguarding Implement practices that help to safeguard children and young people from harm or abuse 2. Develop relationships that promote the safeguarding of children and young people | | | | |

3. Promote rights and inclusion with children and young people
4. Work in ways that promote the wellbeing of children and young people
5. Support children and young people to keep themselves safe

There are 57 optional units (4 must be chosen) that can be chosen from depending on the candidates job, the SSSC's NOS navigator provides an overview of jobs and the optional units which may be taken by the candidate. There is no clear category for out of school care worker, as the practitioner of children's day care services does not exist in this navigator, and does not fit clearly into jobs mentioned. "Wraparound" care is not specifically out of school care.

The following units have been identified as having 'play' either in the title, descriptor or NOS.

| Optional Units: Candidates must complete 2 Units from this group | | | | |
|---|--------------------|---|-------------------|---------------------|
| SQA code | SSC code | Title | SCQF level | SCQF credits |
| H5LG 04 | SCDCCLD0303 | Promote the development of children and young people http://www.sqa.org.uk/files/aq/H5LG_04.pdf | 7 | 11 |
| NOS OVERVIEW | | | | |
| Indicative review date: December 2014 | | | | |
| <p>This standard identifies the requirements when promoting the holistic development of children and young people; including their physical, emotional, social, linguistic, communication and cognitive development. You are required to observe and assess the developmental needs of children and young people in all aspects of their development, including physical, emotional, social, and linguistic and communication. You are required to reflect your observation and assessment findings and identify how they will impact on your practice. You will then be expected to work with children and young people and others to plan, implement and evaluate activities and experiences to promote their development.</p> <p>Activities and experiences refers to play, learning and leisure activities that meet the preferences, needs and abilities of the child or young person with whom you work, such as playdough, skipping, football, reading and storytelling, ICT activities, arts and craft.</p> | | | | |
| H5LL 04 | SCDCCLD0309 | Implement Frameworks for Early Education Through the Development of Curriculum Planning http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD3/SCDCCLD0309.pdf | 7 | 10 |
| NOS OVERVIEW | | | | |

Indicative review date: December 2014

This standard identifies the requirements when promoting, planning and implementing the curriculum for early education. It includes the development and implementation of plans. It requires you to monitor curriculum frameworks for early education and reflect on your practice. The planning and implementation of the curriculum for early education should be consistent with the frameworks in your home nation

P9 plan for every child to receive an enjoyable, challenging, learning and developmental experience, that recognises their individual needs

P10 ensure that plans include free choice for the child

P11 develop plans that balance adult-led and child initiated activities through both indoor and outdoor play

P12 develop plans that use ICT resources

P14 ensure that the work setting has adequate and appropriate resources available for the implementation of the curriculum plans

P15 provide a stimulating, enjoyable and carefully planned learning environment, using indoor and outdoor spaces

P16 facilitate adult-led and child initiated activities in both indoor and outdoor spaces for all aspects of the curriculum framework

P17 use everyday activities to enhance learning

P18 be sensitive to children's achievements and recognise when they are ready to move on

| | | | | |
|----------------|--------------------|--|----------|-----------|
| H5MK 04 | SCDCCLD0345 | <p>Promote literacy, numeracy and language development for children's early learning</p> <p>http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD3/SCDCCLD0345.pdf</p> | 7 | 10 |
|----------------|--------------------|--|----------|-----------|

NOS OVERVIEW

Indicative review date: December 2014

This standard identifies the requirements when promoting literacy, numeracy and language for children's early learning. It requires you to work with key people in supporting children to develop literacy, numeracy and language. It also requires you to work in partnership with families. It requires you to work with others in the setting to monitor and evaluate children's literacy, numeracy and language.

Activities and experiences refers to play, learning and leisure activities that meet the preferences, needs and abilities of the child or young person with whom you work, such as playdough, skipping, football, reading and storytelling, ICT activities, arts and craft.

Optional Units: Candidates must complete 2 Units from this group

| SQA code | SSC code | Title | SCQF level | SCQF credits |
|----------|-------------|--|------------|--------------|
| H5LJ 04 | SCDCCLD0307 | <p>Promote the Health and Physical Development of Children</p> <p>http://www.sqa.org.uk/files/aq/H5LJ_04.pdf</p> | 7 | 9 |

NOS OVERVIEW

Indicative review date: December 2014

This standard identifies the requirements when promoting the health and physical development of children. In order to achieve this standard, you must plan and implement physical activities and routines for children to meet their physical development needs as well as planning and providing food and drink to meet the nutritional needs of children

Activities and experiences refers to play, learning and leisure activities that meet the preferences, needs and abilities of the child or young person with whom you work, such as playdough, skipping, football, reading and storytelling, ICT activities, arts and craft.

| SQA code | SSC code | Title | SCQF level | SCQF credits |
|----------|-------------|---|------------|--------------|
| H5LS 04 | SCDCCLD0315 | <p>Promote ways to support families that have literacy, numeracy and language needs</p> <p>http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD3/SCDCCLD0315.pdf</p> | 7 | 8 |

NOS OVERVIEW

Indicative review date: December 2014

This standard identifies the requirements when promoting ways of supporting families with literacy, numeracy and language needs. It includes working with families to enable them to access information and community support which are relevant to their literacy, numeracy and language needs. It requires you to reflect on both your own practice and that of your organisation.

Candidates must be able to:

1. Promote families' self-confidence with literacy, numeracy and language
2. Provide information for families to enable them to access support
3. Reflect on and evaluate own and organisational practice in supporting families with literacy, numeracy or language needs

Scope/range related to performance criteria

Play can be defined as activity involving the child exploring ideas, feelings and relationships whilst applying skills and understand gained from experience. Play provides opportunities for children to

learn and discover the world about them. Play may be structured with a particular outcome in mind. **Unstructured play** refers to play activity freely chosen by the child. The child determines the content and intent of unstructured play. A child may play by themselves or with others. There are many views and theories on the nature and purpose of play which may compliment or challenge the above statement.

| | | | | |
|---------|-------------|---|---|---|
| H5LV 04 | SCDCCLD0317 | <p>Engage with families in ways that encourage them to be involved with their children's learning and development</p> <p>http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD3/SCDCCLD0317.pdf</p> | 7 | 7 |
|---------|-------------|---|---|---|

NOS OVERVIEW

Indicative review date: December 2014

This standard identifies the requirements when you engage with families in ways that encourage them to be involved with their children's learning and development. It requires you to work with families in ways that will support their understanding of children's learning and development. It includes encouraging families to be involved in play and activities. It also includes involving families in the review process.

Candidates must be able to:

1. Prepare a safe physical environment
2. Prepare a stimulating environment
3. Maintain an environment that builds children's confidence and resilience
4. Support routines for children

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|---------|---------|--|---|----|
| DR93 04 | SKAP W9 | <p>Plan for and support self-directed play</p> <p>http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD3/SCDCCLD0317.pdf</p> | 8 | 17 |
|---------|---------|--|---|----|

PLAYWORK UNIT

NOS OVERVIEW

Indicative review date: December 2014

This standard identifies the requirement when you support children's learning through play in a setting where children are cared for or supported. The standard includes participating in activities with children to encourage communication and language as well as physical, drama, imaginative and creative play. The standard also includes encouraging children to explore and investigate. Finally the standard includes how you contribute to the assessment of children's learning through play.

Candidates must be able to:

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|--|
| 1. Collect and analyse information on play needs and preferences |
| 2. Plan and prepare play spaces |
| 3. Support self-directed play |
| 4. Help children and young people to manage risk during play |

| | | | | |
|----------------|--------------------|--|----------|----------|
| H5LW 04 | SCDCCLD0319 | Promote healthy living for children and families http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD3/SCDCCLD0319.pdf | 7 | 8 |
|----------------|--------------------|--|----------|----------|

NOS OVERVIEW

Indicative review date: December 2014

This standard identifies the requirements when promoting healthy living for children, young people and families. This includes working with families to help them identify healthy living options, access information on healthy living and make lifestyle changes. It requires you to work in partnership with others from the disciplines of health and education. It also requires you to work in partnership with voluntary and community organisations.

Candidates must be able to:

1. Enable children and families to identify their healthy living options
2. Work with others to support children and families to implement healthy living

Scope/range related to performance criteria:

Play can be defined as activity involving the child exploring ideas, feelings and relationships whilst applying skills and understand gained from experience. Play provides opportunities for children to learn and discover the world about them. Play may be structured with a particular outcome in mind. **Unstructured play** refers to play activity freely chosen by the child. The child determines the content and intent of unstructured play. A child may play by themselves or with others. There are many views and theories on the nature and purpose of play which may compliment or challenge the above statement.

| | | | | |
|----------------|--------------------|--|----------|----------|
| H5M0 04 | SCDCCLD0322 | Empower families through the development of parenting skills http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD3/SCDCCLD0322.pdf | 7 | 9 |
|----------------|--------------------|--|----------|----------|

NOS OVERVIEW

Indicative review date: December 2014

This standard identifies the requirements when promoting the care, learning and development of children with additional requirements, in partnership with their families. This includes encouraging children with additional requirements to take part in a full range of play, activities and experiences. It also includes the identification and provision of resources that will allow children to participate and be included. It requires you to support families in the care, learning and development of their

| | | | | |
|--|--------------------|--|----------|-----------|
| <p>child.</p> <p>Candidates must be able to:</p> <ol style="list-style-type: none"> 1. Promote parents' self-confidence in the parenting role 2. Encourage parents to relate positively to their children 3. Support parents in play activities with their children 4. Support parents in accessing information and community support | | | | |
| H5M1 04 | SCDCCLD0323 | <p>Use information and communication technology to promote children's early learning</p> <p>http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD3/SCDCCLD0323.pdf</p> | 7 | 8 |
| <p>NOS OVERVIEW</p> <p>Indicative review date: July 2015</p> <p>This standard identifies the requirements when promoting children's early learning through the use of Information and Communication Technology (ICT). It includes implementing a range of ICT activities into daily learning. It includes evaluation of the children's learning and abilities through the use of ICT. The ICT activities should be consistent with the Frameworks within each home nation.</p> <p>Candidates must be able to:</p> <ol style="list-style-type: none"> 1. Plan to use ICT in support of children's early learning 2. Implement ICT activities 3. Evaluate children's learning through ICT <p>Scope/range related to performance criteria:</p> <p>Imaginative play includes drama, role play i.e. acting the role of another person either alone or in groups and acting out difficult scenarios. Imaginative play can take the place with or without adult support.</p> | | | | |
| H5N5 04 | SCDHSC0321 | <p>Support parents and guardians to care for babies during the first year of life</p> <p>http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD3/SCDHSC0321.pdf</p> | 7 | 10 |
| <p>NOS OVERVIEW</p> <p>Indicative review date: August 2014</p> <p>This standard identifies the requirements when you support and encourage parents (including guardians) to care for their babies in the first year of the baby's life. This includes supporting parents</p> | | | | |

to provide physical care and protection for their baby and to look after their baby's health needs. It also includes supporting parents to promote the development of their baby.

Candidates must be able to:

1. Support parents to provide physical care and protection for their babies
2. Support parents to look after the health needs of their babies
3. Support parents to promote their babies' development

(Support parents to play with their baby interactively, selecting and using play materials that are appropriate to the baby's age and abilities.)

Table 22. SVQ 3 Children's Care, Learning and Development at SCQF Level 7 - Structure

To attain the qualification candidates must complete 9 Units in total. This comprises:

5 Mandatory Units

4 Optional Units from a total of 51 optional units.

Please note the table below shows the SSC identification codes listed alongside the corresponding SQA Unit codes. It is important that the SQA Unit codes are used in all your recording documentation and when your results are communicated to SQA.

| Mandatory Units: Candidates must complete 4 Units | | | | |
|---|-----------------|---|-------------------|---------------------|
| SQA code | SSC code | Title | SCQF level | SCQF credits |
| DR79 04 | CCLD 301 | Develop and promote positive relationships www.sqa.org.uk/files_ccc/CCLD_301.doc | 7 | 9 |
| <ol style="list-style-type: none"> 1. Develop relationships with children 2. Communicate with children 3. Support children in developing relationships 4. Communicate with adults <p>About this Unit</p> <p>This Unit is about developing and promoting positive relationships with children, communicating with children and adults and fostering positive relationships between children and with other adults. The Unit is appropriate for all (children's care, learning and development, childcare and playwork) settings and services where children and young people are present. The Unit is for you if you work directly with children on a day-to-day basis and have a responsibility for ensuring good relationships in the setting or service.</p> | | | | |
| DR77 04 | CCLD 302 | Develop and maintain a healthy, safe and secure environment for children www.sqa.org.uk/files_ccc/CCLD_302.doc | 7 | 11 |
| <ol style="list-style-type: none"> 1. Establish a healthy, safe and secure environment for children 2. Maintain a healthy, safe and secure environment for children | | | | |

3. Supervise procedures for accidents, injuries, illnesses and other emergencies

About this Unit

This Unit is about the provision of an environment for children that promotes their health, safety and protection. The Unit is appropriate for all (children's care, learning and development, childcare and playwork) settings and services where children and young people are present.

This Unit is suitable if you have supervisory responsibilities or work unsupervised in a setting or service whose main aim is children's care, learning and development.

| | | | | |
|----------------|-----------------|---|----------|-----------|
| DT0D 04 | CCLD 303 | Promote children's development www.sqa.org.uk/files_ccc/CCLD303.doc | 7 | 16 |
|----------------|-----------------|---|----------|-----------|

1. Observe development
2. Assess development and reflect upon implications for practice
3. Plan provision to promote development
4. Implement and evaluate plans to promote development

About this Unit

This Unit includes the observation and assessment of children and young people's development and planning to promote development. It is a Unit that requires knowledge and understanding of children's development from 0 to 16 years and the ability to demonstrate competence with the children you are working with. The Unit covers observing children, recording observational findings, assessing development and planning to promote development. This Unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. The Unit is suitable for you if you have supervisory responsibilities or if you work unsupervised.

| | | | | |
|----------------|-----------------|--|----------|-----------|
| DT0W 04 | CCLD 304 | Reflect on and develop practice www.sqa.org.uk/files_ccc/CCLD_304.doc | 8 | 17 |
|----------------|-----------------|--|----------|-----------|

1. Reflect on practice
2. Take part in continuing professional development

About this Unit

This Unit is about the competence you need to reflect on your practice. Reflecting on practice is a tool for self-evaluation and will enable you to develop and learn from assessing

| | | | | |
|--|---------------------|--|----------|-----------|
| <p>your own practice. The Unit also includes taking part in continuous professional development and how this has been used to develop your practice.</p> <p>This Unit is for people who work with children and young people in a range of settings and services and who have supervisory responsibilities or who work unsupervised.</p> | | | | |
| DT4M 04 | CCLD 305 | Protect and promote children's rights www.sqa.org.uk/files_ccc/CCLD305.doc | 7 | 12 |
| <ol style="list-style-type: none"> Promote participation and equality of access Implement strategies, policies, procedures and practice for inclusion Maintain and follow policies and procedures for protecting and safeguarding children <p>About this Unit</p> <p>This Unit is about ensuring and protecting the rights of children and the importance of promoting children's welfare. It includes the child's right to have a voice and to be protected and safeguarded.</p> <p>This Unit is for you if you work with children and have supervisory responsibilities or work unsupervised in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families.</p> | | | | |

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|---|---------------------|---|-------------------|---------------------|
| <p>Optional Units – Candidates must select two options from option group 1, and 2 from option group 1 or 2</p> <p>OPTION GROUP ONE</p> | | | | |
| SQA code | SSC code | Title | SCQF level | SCQF credits |
| DT0F 04 | CCLD 308 | Promote children's well being and resilience www.sqa.org.uk/files_ccc/CCLD_308.doc | 7 | 13 |
| <ol style="list-style-type: none"> Enable children to relate to others Provide a supportive and challenging environment Enable children to take risks safely Encourage children's self reliance, self-esteem and resilience | | | | |

About this Unit

This Unit is about helping children to develop self reliance, self-esteem and emotional resilience. It is concerned with how practitioners provide an emotional environment that supports, affirms and values children and helps them to manage their own feelings and their relationships with others.

This Unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This is for practitioners who have responsibility for children's well-being within a setting or service and who may be in a supervisory role or work unsupervised.

| | | | | |
|----------------|-----------------|---|----------|-----------|
| DR8M 04 | CCLD 309 | Plan and implement curriculum frameworks for early education www.sga.org.uk/files_ccc/CCLD309.doc | 7 | 11 |
|----------------|-----------------|---|----------|-----------|

1. Develop curriculum plans according to requirements
2. Implement curriculum plans
3. Monitor and reflect on implementation of curriculum frameworks

About this Unit

This Unit includes planning and implementing curriculum frameworks for early education within the four home countries. It includes the development of curriculum plans according to the framework being followed, the implementation of plans and the monitoring and evaluation following implementation. The Unit relates to work with younger children in the early stages of education.

This Unit is for you if you work with children who are receiving early education. You may have supervisory responsibilities or work unsupervised. Early education frameworks vary between the four home countries and you will need to relate each part of the Unit to your own country and workplace.

| | | | | |
|----------------|-----------------|---|----------|-----------|
| DR8T 04 | CCLD 312 | Plan and implement positive environments for babies and children under 3 years www.sga.org.uk/files_ccc/CCLD_312.doc | 7 | 13 |
|----------------|-----------------|---|----------|-----------|

1. Observe, assess and record developmental progress of babies and children under 3 years
2. Communicate with babies and children under 3 years to develop positive relationships
3. Plan and implement activities to enhance development

4. Exchange information and respond to parents' needs and preferences for their babies and children under 3 years

About this Unit

This Unit is about the process of observing babies and children under 3 years, assessing and recording the results of observations and using them to plan environments, routines and activities that will enhance development. It includes methods of observation and assessment, strategies and planning.

This Unit is most suitable for you if you have supervisory responsibilities or work unsupervised and have responsibility for planning positive environments that will enhance the development of babies and children under 3 years.

Activities: Purposeful conduct engaged in by the child to satisfy curiosity or achieve an objective. Activities can include planned or unplanned, structured or unstructured play with or without equipment, as well as interactions with others

Option Group 2

| | | | | |
|---|-----------------|--|----------|-----------|
| FD5V 04 | CCLD 318 | Plan for and support self-directed play www.sga.org.uk/files_ccc/CCLD_318.doc | 8 | 17 |
| <p>1. Collect and analyse information on play needs and preferences</p> <p>2. Plan and prepare play spaces</p> <p>3. Support self-directed play</p> <p>4. Help children and young people to manage risk during play</p> <p>About this unit</p> <p>This Unit is about identifying the play needs and preferences of children and young people, developing play spaces that will meet these needs and supporting children and young people during play.</p> <p>The Unit is for you if you work directly with children on a day-to-day basis and have a responsibility for developing and maintaining play spaces.</p> | | | | |
| DT0H 04 | CCLD | Promote healthy living for children and families | 7 | 8 |



| | | | | |
|--|-----|--|--|--|
| | 319 | www.sga.org.uk/files_ccc/CCLD319.doc | | |
| <p>1. Enable children and families to identify healthy living options</p> <p>2. Encourage and support children and families to implement healthy lifestyles</p> <p>About this Unit</p> <p>This Unit is concerned with supporting healthy living, working with families to identify options, access information and make changes.</p> <p>This Unit is suitable for you if you work with children and families either assisting health professionals or within programmes such as Sure Start or related activity.</p> <p>Note: Play is not explicitly mentioned but could be part of the activities provided.</p> | | | | |

| | | | | |
|---|-------------|--|---|---|
| DR5D 04 | CCLD 320 | Care for children at home www.sga.org.uk/files_ccc/CCLD320.doc | 7 | 9 |
| <p>Care for children at home</p> <p>1. Implement the requirements of parents in line with current best practice guidance</p> <p>2. Create positive environments for children within the home setting</p> <p>3. Take children outside the home</p> <p>About this Unit</p> <p>This Unit covers providing positive environments for children in the home, general care, everyday relationships with parents and external activities such as outings in which the practitioner may be transporting children in a private vehicle.</p> <p>This Unit is for those practitioners who care for children in home based settings. This could mean childminder's homes or in the child's own home, as for example, a nanny.</p> <p>NOTE: Play not specifically mentioned, although talks about activities that enhances children's learning and development. Also emphasizes that children should be involved in making decisions.</p> | | | | |
| DT1T 04 | CCLD 323 | Use Information and Communication Technology to support children's early learning | 7 | 8 |

| | | | | |
|--|--|--|--|--|
| | | www.sga.org.uk/files_ccc/CCLD_323.doc | | |
| About this Unit | | | | |
| <p>This Unit is about using Information and Communication Technology (ICT) to promote children's learning. It includes the use of a range of ICT equipment, including computers, in settings where children are involved in early learning. The Unit relates mainly to work with young children involved in early education, according to the requirements within the home country concerned, but could be used in other circumstances with any child in the early stages of learning.</p> | | | | |
| <p>This Unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This Unit is suitable for you if you have supervisory responsibilities or work unsupervised promoting children's early learning in ICT.</p> | | | | |

Table 23. The Open University Dip He in Childhood Practice - Structure

The qualification below is accepted by the SSSC for practitioners. E100 is accepted at support worker level.

| Open University's DipHe in Childhood Practice | OU Level | Points | Brief Description |
|---|----------|--------|---|
| E100 – The early years: developing practice | 1 | 60 | The diverse ways and contexts in which young children learn and develop the central place of play in children's learning and development the main principles underpinning early years legislation, policy and practice the key areas of theory and research, underpinning early years practice the impact of policies and provision relating to the regulation or promotion of children's status, welfare and learning a wide range of issues relating to inclusion and inclusive practice, and of strategies designed to tackle discrimination, inequality and exclusion the principles, theories and concepts and management practice relevant to a senior practitioner role in early years services. Study Topic 3 Early years practices; includes – Play and learning – Play and early years practices; the role of the practitioner in play |
| E105 – Professional practice in the early years | 1 | 60 | Block 3, 'Promoting children's play, learning and development'. This is the second theme explored in E105 1.1 Play and learning 1.2 Exploring children as learners – dispositions |



| | | | |
|--|---|----|--|
| | | | <p>and characteristics of play</p> <p>1.3 Play in practice: heuristic play</p> <p>1.4 Theories of learning – models of early years education and views of play and the curriculum</p> <p>Block 4, 'Safeguarding children: promoting rights, health and wellbeing'. This is the third theme explored in the module</p> |
| E210 – Extending professional practice in the early years (60 credits) | 2 | 60 | <p>Book 1: Extending reflective practice: leadership, learning and environments</p> <p>Block 1, 'Continuing your journey'</p> <p>Block 2, 'Considering environments for children's care, learning and development'</p> <p>Section 2 – The setting's environment: opportunities for learning and development</p> <p>2.1 the purpose of space</p> <p>2.2 opportunities to explore and develop</p> <p>2.3 spaces that challenge</p> <p>2.4 playing outside</p> <p>2.5 quiet spaces and valuing children's silence</p> <p>2.6 home and the early years setting roles</p> <p>Block 4, 'Co-ordinating and evaluating the curriculum for children's care, learning and development</p> <p>Section 2 Play'</p> <p>2.1 curriculum frameworks and play</p> <p>2.2 what is play?</p> <p>2.3 how valuable is play?</p> <p>2.4 the international perspective</p> <p>2.5 equity issues</p> |

| | | | |
|-----------------------------|---|-----|--|
| | | | <p>2.6 do children need to play?</p> <p>2.7 observing play</p> <p>Block 5, 'Promoting participation and inclusion'</p> <p>Block 6, 'Roles, responsibilities and relationships'</p> |
| Stage 2 study (120 credits) | 2 | 120 | <p>Students choose modules depending on the setting in which they work and their professional interests – choices include diversity and complexity in children's lives; working with children and families; and teaching and learning in primary schools. For the second compulsory module at Stage 2 students, undertake work-based learning to investigate their own practice.</p> |

3.3 Support Worker Qualifications

Table 24. NC in Early Education and childcare at SCQF Level 6 - structure

| Group Award Code | Title | SCQF Level | SCQF Credits |
|--|--|------------|--------------|
| G8K1 46 | NC Early Education and Childcare http://www.sqa.org.uk/sqa/36205.html | 6 | |
| <p>Core Skills in your chosen area of work</p> <p>As an Early Education and Childcare Worker working in the Early Years field, you will be using Core Skills every day.</p> <p>Communication</p> <p>You will need to be able to communicate with other workers, children, parents and carers and other professionals to ensure the needs of the children are met.</p> <p>Numeracy</p> <p>You need to be able to extend children's knowledge of numeracy. You also have to manage budgets and stock control. Numeracy is also important in everyday caring tasks, for example making up feeds and administering medicines.</p> <p>Information and Communication Technology</p> <p>You need to be able to provide guidance to children using ICT and support them to develop their skills. You need to be able to input information and access information that others have stored. You need to be confident when using technology such as SMART boards and digital cameras.</p> <p>Problem Solving</p> <p>You need to be able to choose appropriate ways to solve problems. To do this you need to be able to gather all the information you need, and then analyse the problem. You need to think about alternative approaches to solving problems both in college and in placement. You will have to analyse a child's behaviour or family situations and come up with a plan to deal with this.</p> <p>Working with Others</p> <p>Team work is vital when working in any early years setting and you will need to:</p> | | | |

| work as part of a team. You will need to work co-operatively for the best interests of the children. | | | |
|---|--|-------------------|---------------------|
| MANDATORY 7 UNITS | | | |
| SCQF Code | Title | SCQF Level | SCQF Credits |
| DM3X 12 | Child Development: Birth to 12 Years http://www.sqa.org.uk/files_ccc/NQ_EEandCC_H_UnitSpec_ChildDevelopment_Birthto12years.pdf | 6 | 6 |
| <p>This Unit is designed to develop candidates' knowledge and understanding of children's development from birth to age 12 years at support worker level. The candidate will gain knowledge and understanding of children's development and of the main influences that affect their developmental progress.</p> <p>This Unit is a mandatory Unit in the National Certificate Group Award: Early Education and Childcare and is also a mandatory Unit in the Course Early Education and Childcare (Higher). It is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who wish to gain employment in the childcare and education sector at support worker level or to progress to higher early education and childcare qualifications.</p> <p>OUTCOMES</p> <ol style="list-style-type: none"> 1. Describe the development of children from 0-12 years. 2. Explain the main influences on children's development. 3. Evaluate the impact of influencing factors on the development of children. | | | |
| DM5L 12 | Developing an Understanding of Working with Children http://www.sqa.org.uk/files_ccc/DM5L12_update.pdf | 6 | 6 |
| <p>This Unit is intended for candidates who will assist in work with children aged 0 to 12 years and families in an early education and childcare setting. It is designed to enable candidates to contribute effectively to the care, learning and development of children. It will provide candidates with an understanding of the values and principles that underpin work with children and an awareness of the knowledge, skills and qualities required to enable them to support child centred practice. Candidates will be encouraged to evaluate their own skills and qualities and to</p> | | | |

explore their role in contributing to the work of the team to ensure professionalism and best practice in all aspects of their work with children.

This Unit is a mandatory Unit in the National Certificate Group Award: Early Education and Childcare but is also suitable for candidates wishing to study the Unit on its own or as part of other awards. The Unit is suitable for candidates who wish to gain employment, or may already be employed, in the early education and childcare sector working under supervision. They may wish to progress onto higher early education and childcare qualifications.

OUTCOMES

1. Explain the principles and values that underpin working with children.
2. Explain child-centred practice.
3. Evaluate the skills and qualities necessary for working in an early education and childcare setting.
4. Evaluate the importance of 'reflective practice' in an early education and childcare setting.

| | | | |
|----------------|---|----------|-----------|
| DM5M 12 | Developing An Understanding of Working with Children: Workplace Experience (Higher) http://www.sqa.org.uk/files_ccc/NQ_EEandCC_H_UnitSpec_DevelopUnderstandingWorkingChildren_WorkplaceExperience.pdf | 6 | 12 |
|----------------|---|----------|-----------|

This Unit is intended for candidates who will assist in work with children (0 to 12 years) and families in an early education and childcare setting. It is designed to enable candidates, whilst working under supervision in an early education and childcare setting with children within the age range 0-12 years, to demonstrate an effective contribution to the care, learning and development of children. It will enable candidates to demonstrate an understanding of the values and principles that underpin work with children and to enable them to support child centred practice. Candidates will be encouraged to evaluate their own skills and qualities in a childcare setting and to explore their role in contributing to the work of the team to ensure professionalism and best practice in all aspects of their work with children.

This Unit is a mandatory Unit in the NC Group Award: Early Education and Childcare but is also suitable for candidates wishing to study the Unit on its own or as part of other awards. The Unit is suitable for candidates who wish to gain employment, or may already be employed, in the early education and childcare sector working under supervision. They may wish to progress onto higher early education and childcare qualifications. Candidates are required to have a work placement within a suitable

| | | | |
|--|--|----------|----------|
| <p>early education and childcare setting to complete this Unit.</p> <p>OUTCOMES</p> <ol style="list-style-type: none"> 1. Working under supervision, demonstrate the principles and values that underpin working with children. 2. Working under supervision, support child-centred practice. 3. Working under supervision, demonstrate skills and qualities necessary for working in an early education and childcare setting. 4. Work effectively as a reflective practitioner. | | | |
| DM3Y 12 | <p>Developmental Theory in Early Education and Childcare</p> <p>http://www.sqa.org.uk/files_ccc/NQ_EEandCC_H_UnitSpec_DevelopTheoryInEEandCC.pdf</p> | 6 | 6 |
| <p>This Unit is designed to develop candidates' knowledge and understanding of significant theories of child development from birth to age 12 years at support worker level. The candidate will gain knowledge and understanding of the impact of different developmental theories on early education and childcare and their influence on practice in early education and childcare settings.</p> <p>This Unit is a mandatory Unit in the National Certificate Group Award: Early Education and Childcare and is also a mandatory Unit in the Early Education and Childcare Higher. It is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who wish to gain employment in the childcare and education sector at support worker level or to progress onto higher early education and childcare qualifications.</p> <p>OUTCOMES</p> <ol style="list-style-type: none"> 1. Evaluate methods for studying development in children aged 0-12 years. 2. Demonstrate knowledge and understanding of theories relating to child development aged 0-12 years. 3. Relate theories of child development to practice in early education and childcare settings. | | | |
| DM40 12 | <p>Holistic Approaches to Child Health</p> <p>http://www.sqa.org.uk/files_ccc/NQ_EEandCC_H_UnitSpec_HolisticApproachesToChildHealth.pdf</p> | 6 | 6 |
| <p>This Unit enables candidates to gain an understanding of the basic health needs of children from 0-12 years. Candidates will also examine the role of professionals, carers and agencies in the promotion of child health. They will also investigate influencing factors on the health of children. This Unit is a mandatory Unit in the</p> | | | |



National Certificate Group Award: Early Education and Childcare and is also a mandatory Unit in the Early Education and Childcare Higher. It is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who wish to gain employment, or may already be employed, in the childcare and education sector support working under supervision or to progress onto higher level early education and childcare qualifications.

OUTCOMES

1. Explain the basic health needs of children from 0-12 years.
2. Explain the contribution of agencies, professionals and carers in maintaining and promoting child health.
3. Evaluate the main influencing factors which affect the health of children.

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|----------------|--|----------|----------|
| DM41 12 | Play in Early Education and Childcare (Higher) http://www.sqa.org.uk/sqa/files_ccc/PlayEarlyEducationChildcareProjectSpec_Dec09.pdf | 6 | 6 |
|----------------|--|----------|----------|

This Unit requires the candidate to have knowledge and understanding of how play supports the process of child development in a childcare and education setting. Candidates should be able to demonstrate an understanding of how the play environment affects children's play experiences and they should be able to explain how play benefits the developing child aged 0-12 years. They should demonstrate an understanding of the role the adult takes in supporting the organisation and processes of children's play in an early education and childcare setting.

This Unit is a mandatory Unit in the National Certificate Group Award: Early Education and Childcare and also a mandatory Unit in the Course: Play in Early Education and Childcare. It is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who wish to gain employment, or may already be employed, in the childcare and education sector support working under supervision or to progress onto higher level early education and childcare qualifications.

OUTCOMES

1. Analyse a play environment in an early education and childcare setting.
2. Evaluate the importance of play to the developing child.
3. Explain how you would set up different types of play in an early education and childcare setting.

| | | | |
|---|--|---|---|
| DM42 12 | Play in Practice http://www.sqa.org.uk/files_ccc/NQ_EEandCC_H_UnitSpec_PlayInPractice.pdf | 6 | 6 |
| <p>This Unit requires the candidate to demonstrate the skills required to support children's play within an early education and childcare setting. Whilst working under supervision with children within the age range 0-12 years, the candidate should demonstrate the ability to support and maintain a play environment and support a variety of different types of play. They should be able to explain what benefits the child derives from play and demonstrate an understanding of the role of the adult in supporting children's play.</p> <p>This Unit is a mandatory Unit in the National Certificate Group Award: Early Education and Childcare and also a mandatory Unit in the Course: Play in Early Education and Childcare. It is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who wish to gain employment, or may already be employed, in the early education and childcare sector working under supervision. They may wish to progress on to higher early education and childcare qualifications. To complete this Unit, candidates are required to have a work placement or be employed in an early education and child care setting</p> <p>OUTCOMES</p> <ol style="list-style-type: none"> 1. Support a play environment within an early education and childcare setting. 2. Support different types of play within an early education and childcare setting. 3. Evaluate how play supports the care, learning and development of the child. 4. Explain the role of the adult in supporting play within an early education and childcare setting. | | | |
| <p>OPTIONAL UNITS- THERE ARE 22 UNITS TO CHOOSE FROM. ONLY INCLUDED HERE ARE THE ONES THAT MENTION PLAY. CANDIDATES CHOOSE BETWEEN 2 AND 3 UNITS.</p> | | | |
| F19L 11 | Child Development and Health http://www.sqa.org.uk/files_nu/F19L11.pdf | 5 | 6 |
| <p>In this Unit, you will learn the principles of child development from 0–16 years, including sequences and patterns in child development; the inter-relationship between all aspects of development; the health needs of children; and how health factors may affect the development of children.</p> | | | |

You will:

explain the principles of child development

investigate the way health needs of children can be met by adults and the health factors that affect child development

produce a folio of evidence

As you are doing this Unit you will be developing aspects of the Core Skills in Problem Solving and Communication.

PLAY IS NOT EXPLICITLY MENTIONED BUT COULD COME UNDER TERMS OF CHILD DEVELOPMENT

| | | | |
|----------------|---|----------|----------|
| DM5Y 11 | Creative and Aesthetic Experiences for Children | 5 | 6 |
| | http://www.sqa.org.uk/files_ccc/NQ_EEandCC_Int2_UnitSpec_CreativeandAestheticExperienceChildren.pdf | | |

OVERVIEW

This Unit enables the candidate to develop an awareness of the importance of creative and aesthetic experiences in the development of children aged 0-12 years. The candidate will gain an understanding of what is meant by 'creative and aesthetic' and will develop an understanding of appropriate skills and knowledge required by the adult in this area. Whilst working in an early education and childcare setting under supervision, the candidate should implement and evaluate planned creative and aesthetic experiences for children.

This Unit is an optional Unit in the National Certificate Group Award: Early Education and Childcare (Higher) but is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who wish to gain employment, or may already be employed, in the early education and childcare sector working under supervision. They may wish to progress onto higher level early education and childcare qualifications. To complete this Unit candidates should have a work placement or be employed in an early education and childcare setting.

OUTCOMES

1. Explain creative and aesthetic experiences for children aged 0-12 years.
2. Describe the provision of creative and aesthetic experiences for children.
3. Explain the importance of planning creative and aesthetic experiences for children.

4. Implement and evaluate planned creative and aesthetic experiences for children whilst working under supervision within an early education and childcare setting.

“It will be important to distinguish between those creative and aesthetic experiences which introduce the child to the creative arts, and those which provide opportunities for children to create/engage in their own experiences/products.”

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| DM5N 12 | Experiential Approaches to Early Education and Childcare (Higher) http://www.sqa.org.uk/files_ccc/NQ_EEandCC_H_UnitSpec_ExpereimentalApproachestoEEandCC.pdf | 6 | 12 |
|----------------|---|----------|-----------|

OVERVIEW

This Unit requires candidates to demonstrate the skills required to support the planning, implementation and evaluation of appropriate experiences within an early education and childcare setting. Whilst working with children aged 0-12 years, candidates will have an opportunity to demonstrate knowledge and understanding of ways of operating within a team and evaluate their performance as part of that team.

This Unit is a mandatory placement Unit in the National Certificate Group Award: Early Education and Childcare but is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who wish to gain employment, or may already be employed, in the early education and childcare sector working under supervision. They may wish to progress on to higher level early education and childcare qualifications. To complete this Unit, candidates are required to have a work placement or be employed in an early education and child care setting.

OUTCOMES

1. Carry out the roles and responsibilities required to work as part of a team in a selected work placement experience within the early education and childcare sector.
2. Whilst working with children under supervision, carry out observations to inform the planning of appropriate experiences within an early education and childcare setting.
3. Whilst working with children under supervision, support a range of appropriate experiences in accordance with policy and practice within an early education and childcare setting.
4. Review the effectiveness of own contribution to working as part of an early education and childcare team.

| | | | |
|---|---|---|---|
| X06L 12 | Play in Early Education and Childcare http://www.sqa.org.uk/files/nq/X06L12PlayInEarlyEducationAndChildcare.pdf | 6 | 6 |
| <p>OVERVIEW</p> <p>The external assessment allows candidates to develop knowledge of:</p> <ol style="list-style-type: none"> 1. factors which are important in creating play environments in early education and childcare settings 2. the different types of play the importance of play to the developing child 3. the importance of the adult in setting up different types of play <p>It will allow the candidate to develop practical competencies in:</p> <ol style="list-style-type: none"> 1. supporting play environments under supervision 2. supporting different types of play 3. reflecting on the importance of play to the developing child reflecting on the role of adults <p>It also allows candidates to further develop and apply skills in:</p> <ol style="list-style-type: none"> 1. planning an investigation 2. retrieving information from a variety of sources using a range of investigation techniques 3. writing a research report according to standardised procedures, eg including a contents page and bibliography 4. evaluating the findings of their research <p>To gain the Course, the candidate must pass the mandatory Units, DM41 12: Play in Early Education and Childcare and DM42 12: Play in Practice, as well as the external assessment.</p> <p>Candidates must select the case study which reflects their work placement experience undertaken for the Unit: DM42 12: Play in Practice.</p> | | | |
| DM66 12 | Supporting a Curriculum in an Early Education and Childcare Setting http://www.sqa.org.uk/files_ccc/NQ_EEandCC_H_UnitSpec_SupportCurriculumInEEandCC.pdf | 6 | 6 |
| <p>OVERVIEW</p> <p>Candidates will gain an understanding of:</p> | | | |

| | | | |
|--|--|----------|----------|
| <ol style="list-style-type: none"> 1. what is meant by the term curriculum generally and specifically in relation to early education and childcare settings 2. a range of curriculum models used in a variety of early education and childcare settings to meet the needs of the child 3. the role of planning and evaluation in relation to the implementation of a curriculum within an early education and childcare setting 4. the role of the adult in relation to the provision of a curriculum within an early education and childcare setting 5. the role of the support workers working under supervision within a childcare and education setting. <p>“Candidates should explore a variety of curricular experiences in relation to the various models. The importance of play, either free flow or adult led, in the child centred curriculum should also be explored. Consideration should be given to other means of delivery of the curriculum particularly in the context of primary education.”</p> | | | |
| DM67 12 | Supporting a Curriculum in an Early Education and Childcare Setting: Workplace Experience (Higher) http://www.sqa.org.uk/files_ccc/NQ_EEandCC_H_UnitSpec_SupportCurriculumInEEandCC_WorkplaceExperience.pdf | 6 | 6 |
| <p>OVERVIEW</p> <p>This Unit allows the candidate to develop and demonstrate the practical skills required to support a curriculum within an early education and childcare setting. Working within an early education and childcare setting under supervision, the candidate will demonstrate a knowledge and understanding of current curriculum models used to support the care, learning and development of the child aged 3-8 years.</p> <p>This Unit is an optional Unit in the National Certificate Group Award: Early Education and Childcare (Higher) but is also suitable for candidates wishing to study the Unit on its own.</p> | | | |
| DM65 11 | Supporting Children with Additional Support Needs http://www.sqa.org.uk/files_ccc/NQ_EEandCC_Int2_UnitSpec_SupportChildrenAddSupportNeeds.pdf | 6 | 5 |
| <p>OVERVIEW</p> <p>This Unit is designed to introduce candidates to issues relating to the provision of</p> | | | |

additional support for children aged 0-12 years. Candidates will define the term 'additional support needs' and describe a range of circumstances and conditions that may require the provision of additional support. They will investigate a range of resources available to children who require additional support and their families.

In outcomes play is one of the areas that should be considered.

| | | | |
|----------------|--|----------|----------|
| DM64 12 | Supporting ICT in an Early Education and Childcare Setting http://www.sqa.org.uk/files_ccc/NQ_EEandCC_H_UnitSpec_SupportICTinEEandCC.pdf | 6 | 6 |
|----------------|--|----------|----------|

OVERVIEW

This Unit is designed to introduce candidates to ICT in an early education and childcare setting. Candidates will gain knowledge and understanding of the scope of ICT, the benefits to children aged 0-12 years of using ICT and the role of the adult in supporting ICT within an early education and childcare setting. Whilst the candidate working under supervision within an early education and childcare setting will demonstrate the ability to support and evaluate ICT provision. To achieve this Unit, candidates need a suitable work placement or be employed in the early education and child care sector.

Candidates should be aware that learning with and through ICT should extend across all areas of provision and not be restricted to areas that relate particularly to technology. They should involve children in a variety of situations: independently, in groups, during free-play and adult led activities.

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|----------------|---|----------|----------|
| DM63 12 | Supporting Language, Literacy and Numeracy in an Early Education and Childcare Setting (Higher) http://www.sqa.org.uk/files_ccc/NQ_EEandCC_H_UnitSpec_SupportLanguageLiteracyNumeracyInEEandCC.pdf | 6 | 6 |
|----------------|---|----------|----------|

OVERVIEW

This Unit enables the candidate to develop an awareness of the significance of language, literacy and numeracy in relation to children's development and learning. It explores ways of promoting language, literacy and numeracy in early education and childcare settings and shows how adults can support language, literacy and numeracy for children from birth to 8 years.



| | | | |
|--|---|---|---|
| DM68 12 | Supporting playwork practice (Higher) http://www.sqa.org.uk/files_ccc/NQ_EEandCC_H_UnitSpec_SupportPlayworkPractice.pdf | 6 | 6 |
| <p>OVERVIEW</p> <p>This Unit is intended to introduce candidates to current playwork practice. It should allow candidates to explore the value base for playwork, identify quality playwork practice and investigate the role of the adult in playwork practice. It should allow candidates to develop knowledge and understanding of professionalism in the playwork field and to explore the benefits and value of playwork for children, aged three to twelve years.</p> <p>OUTCOMES</p> <ol style="list-style-type: none"> 1. Evaluate the underpinning values of playwork practice and provision. 2. Evaluate the role of the adult within a playwork context. 3. Evaluate the benefits of quality playwork practice for children, aged three to twelve years. | | | |
| DM69 12 | Supporting Playwork Practice: Workplace Experience (Higher) http://www.sqa.org.uk/files_ccc/NQ_EEandCC_H_UnitSpec_SupportPlayworkPractice_WorkplaceExperience.pdf | 6 | 6 |
| <p>OUTCOMES</p> <ol style="list-style-type: none"> 1. Working under supervision within a playwork setting, demonstrate an understanding of playwork practice and the playwork value base. 2. Working under supervision within a playwork setting, support quality playwork practice with children aged three to twelve years. 3. Working under supervision within a playwork setting, demonstrate professional playwork practice. | | | |
| <p>NB Unit (DM5J 12) Supporting Children's Rights and Entitlements talked about children's rights in terms of children's rights to be protected from harm and abuse.</p> | | | |

Table 25. Social Services (Children and Young People) at SCQF 6 - Structure

| Mandatory Units: Candidates must complete 4 Units | | | | |
|---|--------------------|---|-------------------|---------------------|
| SQA code | SSC code | Title | SCQF level | SCQF credits |
| H5KP 04 | SCDCCLD0201 | Support effective communication http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD2/SCDCCLD0201.pdf | 6 | 10 |
| <p>NOS OVERVIEW</p> <p>Indicative review date: December 2014</p> <p>This standard identifies the requirements when supporting effective communication in settings where children are cared for or supported. This includes identifying how best to communicate with children and then supporting them to communicate. It addresses your own communication skills, including how you respond to questions and concerns and how you communicate through records and reports.</p> <p>Candidates must be able to:</p> <ol style="list-style-type: none"> 1. Identify how best to support communication with and by children 2. Support children to communicate 3. Communicate with children and key people 4. Respond to questions and concerns of children and key people 5. Contribute to communicating through records and reports <p>This Standard is tailored from SCDHSC0021 (Health and Social Care suite of NOS)</p> <p>Play can be defined as activity involving the child exploring ideas, feelings and relationships whilst applying skills and understand gained from experience. Play provides opportunities for children to learn and discover the world about them. Play may be structured with a particular outcome in mind. Unstructured play refers to play activity freely chosen by the child. The child determines the content and intent of unstructured play. A child may play by themselves or with others. There are many views and theories on the nature and purpose of play which may compliment or challenge the above statement.</p> | | | | |
| H5NB 04 | SCDHSC0022 | Support the health and safety of yourself and individuals http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD2/SCDHSC0022.pdf | 6 | 10 |
| NOS OVERVIEW | | | | |

Indicative review date: August 2014

This standard identifies the requirements when keeping yourself and individuals safe and secure within a work setting where children, young people or adults are cared for or supported. This includes carrying out health and safety checks before you begin work activities, ensuring your actions support health and safety, and taking action to deal with emergencies.

Candidates must be able to:

1. Carry out health and safety checks before you begin work activities
2. Ensure your actions support health, safety and security in the place where you work
3. Take action to deal with emergencies

| | | | | |
|----------------|--------------------|---|----------|-----------|
| H5L4 04 | SCDCCLD0202 | Support the safeguarding of children | 6 | 10 |
|----------------|--------------------|---|----------|-----------|

NOS information not found on SSSC NOS Navigator- broken link (28/10/2014)

Candidates must be able to:

1. Clarify your awareness of harm, abuse and safeguarding
2. Work in ways that help to safeguard children from harm or abuse
3. Work in ways that help children feel safe and valued
4. Work in ways that support the rights, inclusion and wellbeing of children
5. Help children to keep safe

| | | | | |
|----------------|-------------------|---|----------|----------|
| H5L5 04 | SCDHSC0023 | Develop your own knowledge and practice http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD2/SCDHSC0023.pdf | 6 | 8 |
|----------------|-------------------|---|----------|----------|

NOS OVERVIEW

Indicative review date: August 2014

This standard identifies the requirements for developing your practice within settings where individuals are cared for or supported. This includes reflecting on your current skills and knowledge in the workplace, taking opportunities to improve your practice and applying learning in the workplace.

Candidates must be able to:

1. Reflect on your current practice



2. Plan to develop your knowledge and practice
3. Apply acquired knowledge and skills in your work

Optional Units: Candidates must complete 2 Units from this group

| SQA code | SSC code | Title | SCQF level | SCQF credits |
|----------|-------------|--|------------|--------------|
| H5L6 04 | SCDCCLD0203 | Support the development of children and young people http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD2/SCDCCLD0203.pdf | 6 | 10 |

NOS OVERVIEW

Indicative review date: December 2014

This standard identifies the requirements when supporting the holistic development of children and young people. This includes supporting their physical, emotional, social, linguistic, communication and cognitive development. This also includes contributing to planning for the developmental needs of children and/or young people, ensuring a child and/or young person centred approach.

1. Candidates must be able to:
2. Support the physical development of children and young people Support the emotional and social development of children and young people
3. Support the linguistic and communication and cognitive development of children and young people
4. Contribute to planning for the developmental needs of children and young people.

| | | | | |
|---------|-------------|--|---|---|
| H5L7 04 | SCDCCLD0205 | Maintain environments to meet children's needs http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD2/SCDCCLD0205.pdf | 6 | 9 |
|---------|-------------|--|---|---|

NOS OVERVIEW

Indicative review date: December 2014

This standard identifies the requirements when supporting the care, learning and development of children through the maintenance of environments. This includes preparing and maintaining a physical safe environment which is stimulating and build's the child's confidence, as well as supporting routines for children.

Candidates must be able to:

5. Prepare a safe physical environment
6. Prepare a stimulating environment
7. Maintain an environment that builds children's confidence and resilience
8. Support routines for children

| | | | | |
|----------------|--------------------|--|----------|----------|
| H5L8 04 | SCDCCLD0206 | Support children's learning through play http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD2/SCDCCLD0206.pdf | 6 | 9 |
|----------------|--------------------|--|----------|----------|

NOS OVERVIEW

Indicative review date: December 2014

This standard identifies the requirement when you support children's learning through play in a setting where children are cared for or supported. The standard includes participating in activities with children to encourage communication and language as well as physical, drama, imaginative and creative play. The standard also includes encouraging children to explore and investigate. Finally the standard includes how you contribute to the assessment of children's learning through play.

Candidates must be able to:

1. Participate in activities to encourage communication and language through play
2. Encourage children's imaginative play
3. Encourage children to be creative
4. Support physical play
5. Encourage children to explore and investigate
6. Contribute to the assessment of children's learning through play

Encourage children's imaginative play

P8 support active participation of children when providing a range of materials, equipment and props to support **imaginative play**

P9 in partnership with children, select equipment and materials for imaginative play, which are inclusive of their own and other cultures

P10 encourage children to be inclusive of others within their imaginative play

P11 encourage children to explore the feelings and roles of others through imagination

P12 support opportunities for children to participate in **unstructured** imaginative



play with or without adult intervention

P13 use unstructured play to support children develop **social and life skills**

P14 support children to play out roles they see at home and in the world around them and the need for sensitivity in dealing with stereotypes

Encourage children to be creative

P15 encourage the child's participation in a range of creative activities

P16 follow the children's interests and preferences when providing a range of materials, equipment and props to support creativity

P17 use opportunities for children to learn and discover through use of natural materials including sand and water

P18 support participation of children to select and display work in ways that supports their self-esteem

P19 encourage P19 encourage children to spend time outdoors with the opportunity to explore natural materials

Support physical play

P20 encourage and support all children to participate in physical play enabling an appropriate element of risk and challenge within their play, according to their abilities, preferences and needs

P21 help children to assess risk to themselves and others in their physical play

P22 encourage children to take part in physical play using their whole bodies by providing interesting and stimulating opportunities

P23 give children opportunities to develop their fine motor skills by providing appropriate activities and experiences

P24 safely supervise children's physical play without over or under protecting them

P25 encourage children to take turns and consider others feelings and views

Encourage children to explore and investigate

P26 help children to use indoor and outdoor environments to explore and investigate their surroundings

P27 support children to find out about, explore and investigate community resources

P28 use activities to model your own interest in exploring and investigating

| | | | | |
|---|-------------------|---|----------|-----------|
| P29 help children to use ICT as part of their exploration and investigation | | | | |
| P30 use activities to engage children's curiosity | | | | |
| H5PB 04 | SCDHSC0241 | Contribute to the effectiveness of teams http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD2/SCDHSC0241.pdf | 6 | 9 |
| <p>NOS OVERVIEW</p> <p>Indicative review date: July 2015</p> <p>This standard identifies the requirements when you contribute to the effectiveness of a team. This includes agreeing your role and responsibilities within the team, participating effectively as a team member and contributing to the team's effectiveness.</p> <p>Candidates must be able to:</p> <ol style="list-style-type: none"> 1. Agree your role and responsibilities within the team 2. Participate effectively as a team member 3. Contribute to improving the team's effectiveness | | | | |
| H5LA 04 | PW29 | Support the care of babies and children http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD2/SCDCCLD0208.pdf | 6 | 11 |
| <p>NOS OVERVIEW</p> <p>Indicative review date: December 2014</p> <p>This standard identifies the requirements when supporting the direct care for the holistic development of babies and children. It includes observing babies and children, communicating effectively to understand and respond to their preferences and needs. It also includes providing safe care and a range of play activities that will support their holistic development.</p> <p>Candidates must be able to:</p> <ol style="list-style-type: none"> 1. Observe babies and children as part of your everyday work 2. Care for the physical and nutritional needs of babies and children for whom you are responsible 3. Provide play activities to encourage learning and development 4. Communicate with babies and children, understand and respond to their preferences and | | | | |

| | | | | |
|---|-------------|--|---|----|
| needs | | | | |
| H5LB 04 | SCDCCLD0209 | Support a child with additional support needs http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD2/SCDCCLD0209.pdf | 6 | 9 |
| NOS OVERVIEW Indicative review date: July 2015 <p>This standard identifies the requirements when supporting the care, learning and development of a child with additional support needs. You will be able to support a child with additional support needs by providing care and encouragement, enable them to participate in activities and experiences and support the child and key people, according to the procedures of the setting.</p> <p>Candidates must be able to:</p> <ol style="list-style-type: none"> 1. Support a child with additional support needs by providing care and encouragement 2. Provide support to help the child to participate in activities and experiences 3. Support the child and key people according to the procedures of the setting | | | | |
| DT1E 04 | SKAPW34 | Work with children and young people to create play spaces and support freely chosen self-directed play http://workforcesolutions.sssc.uk.com/NavOnline/units/CCLD/CCLD2/SKAPW34.pdf | 6 | 15 |
| NOS OVERVIEW Indicative review date: July 2015 (PLAYWORK MODULE- MANDATORY UNIT IN PLAYWORK SVQ 2) <p>Children and young people have a right to a variety of play spaces that stimulate them and provide opportunities for risk, challenge and personal growth. This unit is about working with children and young people to create such spaces and support their freely chosen, self-directed play.</p> <p>The unit is divided into three parts. The first part describes the two things you have to do. These are:</p> <ul style="list-style-type: none"> • work with children and young people to create play spaces • support children and young people's freely chosen, self-directed play <p>The second part describes the knowledge and understanding you must have.</p> <p>The third part gives some examples and explanations of some words we use in this unit.</p> | | | | |

This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

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|----------------|--------------------|--|----------|----------|
| H5ML 04 | SCDCCLD0247 | <p>Support the acquisition of a new language through immersion by children in an early years setting</p> <p>http://workforcesolutions.sssc.uk.co/NavOnline/units/CCLD/CCLD2/SCDCCLD0247.pdf</p> | 6 | 9 |
|----------------|--------------------|--|----------|----------|

NOS OVERVIEW

Indicative review date: December 2014

This standard identifies the requirements when supporting the acquisition of a new or additional language within the context of a variety of childcare settings. It will enable you to work with children whose home language is different from the language of the setting. This standard is to enable you to contribute to the culture of language immersion and will involve keeping families updated on the child's progress, contributing to assessment and planning and contributing to the child's language-learning abilities. This standard relates to complete immersion in a new language and is not designed to cover partial immersion where a new or additional language is taught as part of a curriculum.

Candidate must be able to:

1. Recognise your contribution to language immersion within a setting
2. Contribute to a positive language learning environment Include families in the child's progress Support assessment and planning activities within the setting to enable children to learn a new language.
3. Support children to develop language skills
4. Contribute to monitoring and evaluation of progress

The Social Services (Children and Young People) qualification is new from February 2014; the predecessor qualification is Children's Care, Learning and Development at SCQF Level 5 which is being phased out.

Table 26. SVQ 2 in Playwork at SCQF Level 6 - Structure

To attain the qualification candidates must complete 6 Units in total. This comprises:

4 Mandatory Units

2 Optional Units

| Mandatory Units: Candidates must complete 4 Units | | | | |
|---|-----------------|---|-------------------|---------------------|
| SQA code | SSC code | Title | SCQF level | SCQF credits |
| F376 04 | PW33 | Support Relationships in the Play Environment http://www.sqa.org.uk/files/aq/F37604.pdf | 6 | 9 |
| <p>NOS OVERVIEW</p> <p>This unit links closely with units SKAPW34, SKAPW35 and SKAPW36</p> <p>Indicative review date: July 2015</p> <p>Children and young people can only make the most of play environments when people – playworkers, children and young people – work together effectively. This unit is about the contribution you can make to that process.</p> <p>The unit is divided into two parts. The first part describes the two things you have to do. These are:</p> <ol style="list-style-type: none"> 1. develop and maintain relationships with children and young people 2. support relationships between children and young people and others in the play environment <p>The second part describes the knowledge and understanding you must have.</p> <p>The third part gives some examples and explanations of some words we use in this unit.</p> <p>This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.</p> <p>This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.</p> | | | | |

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|---|------|---|---|----|
| F377 04 | PW34 | <p>Work with Children and Young People to Create Play Spaces and Support Freely Chosed, Self-directed Play</p> <p>http://www.sqa.org.uk/files/aq/F37704.pdf</p> | 6 | 15 |
| <p>NOS OVERVIEW</p> <p>This unit links closely with units SKAPW33, SKAPW35 and SKAPW36.</p> <p>Indicative review date: July 2015</p> <p>Children and young people have a right to a variety of play spaces that stimulate them and provide opportunities for risk, challenge and personal growth. This unit is about working with children and young people to create such spaces and support their freely chosen, self-directed play.</p> <p>The unit is divided into three parts. The first part describes the two things you have to do. These are:</p> <ol style="list-style-type: none"> 1. work with children and young people to create play spaces 2. support children and young people's freely chosen, self-directed play <p>The second part describes the knowledge and understanding you must have.</p> <p>The third part gives some examples and explanations of some words we use in this unit.</p> <p>This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.</p> <p>This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.</p> <p>Children and young people's rights</p> <p>Children and young people's entitlements under law and the United Nations Convention on the Rights of the Child. In particular that children and young people have a right to play and free time, and to say what they think and be listened to about decisions that affect them</p> | | | | |
| F378 04 | PW35 | <p>Contribute to the Health, Safety, Security and Welfare of Children and Young People Using the Play Environment</p> <p>http://www.sqa.org.uk/files/aq/F37804.pdf</p> | 6 | 13 |
| <p>NOS OVERVIEW</p> <p>This unit links closely with units SKAPW33, SKAPW34 and SKAPW36</p> | | | | |

Indicative review date: July 2015

Children and young people have a right to play in environments that are free from unacceptable risk of death or serious injury. Accidents and emergencies will occur and you should know how to respond to these effectively. As a playworker you should also help to safeguard the welfare of children and young people who use the play environment.

The unit is divided into three parts. The first part describes the three things you have to do. These are:

1. support the health, safety and security of children and young people
2. respond to emergencies
3. help to safeguard the welfare of children and young people

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

Development

This includes play-related aspects of human growth from birth through adolescence. These include the progressive development of the child's intellectual skills; personality development, involving the complex interaction between psychological and social factors and the stage-by-stage development of the body and physical skills; it also includes socialization, the process by which children and young people adjust to society and its demands.

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|----------------|-------------|---|----------|-----------|
| F379 04 | PW36 | <p>Help to Improve Your Own Practice and the Work of Your Playwork Team</p> <p>http://www.sqa.org.uk/files/aq/F37904.pdf</p> | 6 | 10 |
|----------------|-------------|---|----------|-----------|

NOS OVERVIEW

This unit links to units SKAPW33, SKAPW34 and SKAPW35

Indicative review date: July 2015

Children and young people can only make the most of play environments when people – playworkers, children and young people – work together effectively. This unit is about the

contribution you can make to that process.

The unit is divided into three parts. The first part describes the two things you have to do. These are:

1. develop and maintain relationships with children and young people
2. support relationships between children and young people and others in the play environment

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

Optional Units: Candidates must complete 2 Units from this group

| SQA code | SSC code | Title | SCQF level | SCQF credits |
|----------|----------|--|------------|--------------|
| F37A 04 | PW25 | Contribute to Providing Food and Drink in the Play Environment http://www.sqa.org.uk/files/aq/F37A04.pdf | 5 | 8 |

NOS OVERVIEW

This unit links closely with units SKAPW33, SKAPW34, SKAPW35 and SKAPW36.

Indicative review date: July 2015

Playworkers sometimes have responsibilities for providing children and young people with food and drink in the play environment.

The unit is divided into three parts. The first part describes the two things you have to do. This is:

1. contribute to providing food and drink in the play environment
2. The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to

supporting play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

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|---------|------|--|---|----|
| F37B 04 | PW26 | Facilitate a Specific Play Opportunity at Children or Young People's Request http://www.sga.org.uk/files/ag/F37B04.pdf | 7 | 14 |
|---------|------|--|---|----|

NOS OVERVIEW

This unit links closely with units SKAPW33, SKAPW34, SKAPW35 and SKAPW36.

Indicative review date: July 2015

This unit is about planning and implementing a specific play opportunity within a play environment. This specific play opportunity may or may not be planned with children and young people, but will always be optional for children and young people to take part in if they choose to, and should form part of a wider play environment with a range of other, non-adult involved opportunities or possibilities. The unit is appropriate for all environments whose main purpose is providing children and young people with opportunities for freely chosen, self-directed play. It is possible that this unit would be inappropriate for some play environments where adults do not become involved in planning and implementing a specific play opportunity.

The unit is divided into three parts. The first part describes the three things you have to do. These are:

1. plan a specific play opportunity
2. prepare for a specific play opportunity
3. implement a specific play opportunity

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

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|---|------|---|---|----|
| F37C 04 | PW27 | Support the Development of Playwork Opportunities in the Community http://www.sqa.org.uk/files/aq/F37C04.pdf | 7 | 8 |
| <p>NOS OVERVIEW</p> <p>This unit links closely with units SKAPW33, SKAPW34, SKAPW35 and SKAPW36</p> <p>Indicative review date: July 2015</p> <p>This unit is about supporting the promotion of your area of work and its value to the community by, for example, attending networks and external meetings that could be useful to your job.</p> <p>The unit is divided into three parts. The first part describes the two things you have to do. These are:</p> <ol style="list-style-type: none"> 1. communicate with people in the community about your work 2. support positive links and partnerships with other organisations and individuals <p>The second part describes the knowledge and understanding you must have.</p> <p>The third part gives some examples and explanations of some words we use in this unit.</p> <p>This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.</p> <p>This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.</p> | | | | |
| F37D 04 | PW28 | Contribute to Supporting Disabled Children and Young People in the Play Environment http://www.sqa.org.uk/files/aq/F37D04.pdf | 7 | 15 |
| <p>NOS OVERVIEW</p> <p>This unit links closely with units SKAPW33, SKAPW34, SKAPW35 and SKAPW36.</p> <p>Indicative review date: July 2015</p> <p>Disabled children and young people have a right to access a variety of play spaces that provide opportunities for risk, challenge, choice and personal direction. This unit is about the contribution you can make to that process.</p> <p>The unit is divided into three parts. The first part describes the two things you have to do. These are:</p> <ol style="list-style-type: none"> 1. plan and prepare for playwork with disabled children and young people | | | | |

2. carry out playwork with disabled children and young people

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

This unit is for staff working directly with disabled children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

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|----------------|-------------|--|----------|-----------|
| F37E 04 | PW29 | Support Work with Parents and Carers in the Play Environment http://www.sqa.org.uk/files/aq/F37E04.pdf | 6 | 12 |
|----------------|-------------|--|----------|-----------|

NOS OVERVIEW

This unit links closely with units SKAPW33, SKAPW34, SKAPW35 and SKAPW36

Indicative review date: July 2015

This unit is about interacting with parents and carers to support the needs of children in the play setting. It is about providing basic parenting support, especially in relation to issues pertinent to play.

The unit is divided into three parts. The first part describes the two things you have to do. These are:

1. contribute to effective relationships with parents and carers
2. provide information to parents and carers

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

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|--|------|--|---|----|
| F37F 04 | PW30 | Carry Out Playwork in a School Setting http://www.sqa.org.uk/files/ag/F37F04.pdf | 7 | 11 |
| <p>NOS OVERVIEW</p> <p>This unit links closely with units SKAPW33, SKAPW34, SKAPW35 and SKAPW36</p> <p>Indicative review date: July 2015</p> <p>This unit is about carrying out playwork and making provision for free play in a school-based environment. This may be at lunchtimes, in the school playground, after school or during curriculum time outside of lessons. The playworker undertaking this unit may be part of a multi-disciplinary team, a play team, they may be a lone worker, or may only operate as a playworker at particular times, fulfilling the function as part of a bigger job role. The unit is appropriate for all sessions where the main purpose is providing children and young people with opportunities for freely chosen, self-directed play.</p> <p>The unit is divided into three parts. The first part describes the two things you have to do. These are:</p> <ol style="list-style-type: none"> 1. establish a play space within the school setting 2. facilitate play in a school setting <p>The second part describes the knowledge and understanding you must have.</p> <p>The third part gives some examples and explanations of some words we use in this unit.</p> <p>This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.</p> <p>This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.</p> | | | | |
| F37G 04 | PW31 | Contribute to the Administration of the Play Environment http://www.sqa.org.uk/files/ag/F37G04.pdf | 6 | 8 |
| <p>NOS OVERVIEW</p> <p>This unit links closely with units SKAPW33, SKAPW34, SKAPW35 and SKAPW36.</p> <p>Indicative review date: July 2015</p> <p>This unit is about carrying out basic administrative tasks in playwork and covers finance, information and record keeping.</p> | | | | |

The unit is divided into three parts. The first part describes the three things you have to do. These are:

1. process financial transactions
2. provide and collect information relevant to the play environment
3. maintain records

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

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|----------------|-------------|--|----------|-----------|
| F37H 04 | PW32 | Support the Travel of Children and Young People Outside the Play Environment http://www.sqa.org.uk/files/aq/F37H04.pdf | 6 | 13 |
|----------------|-------------|--|----------|-----------|

NOS OVERVIEW

This unit links closely with units SKAPW33, SKAPW34, SKAPW35 and SKAPW36

Indicative review date: July 2015

Maintaining the health and safety of children when they are travelling outside the play environment is an important duty for many playworkers.

The unit is divided into three parts. The first part describes the two things you have to do. These are:

1. support the arrival and departure of children and young people
2. support children and young people during travel

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and

committed to them in their practice.

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|---------|------|---|---|----|
| H552 04 | PW42 | <p>Contribute to the Operation of an Indoor Play Centre</p> <p>http://www.sqa.org.uk/files/aq/H55204.pdf</p> | 6 | 10 |
|---------|------|---|---|----|

NOS OVERVIEW

Indicative review date: November 2017

This standard is about working effectively in an indoor play centre – indoor play centres can vary in nature to include enclosed play settings, family entertainment centres (FECs), or indoor play activity centres. Indoor play centres will vary in size and content but all will facilitate children and young people's play in diverse leisure environments.

The standard is divided into two parts. The first part describes the four things you have to do. These are:

1. Facilitate children and young people's parties and other events in an indoor play centre
2. Support the operations of an indoor play centre
3. Support the play process of children and young people in an indoor play centre
4. Support health, safety and hygiene in an indoor play centre

The second part describes the knowledge and understanding you must have. This standard is for staff working within the indoor play industry.

This standard is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

Table 27. SVQ 2 Children's Care, Learning and Development at SCQF Level 5 - Structure

To attain the qualification candidates must complete 9 Units in total. This comprises:

6 Mandatory Units

1 Optional Unit from a total of 5 optional units.

| Mandatory Units: Candidates must complete 6 Units | | | | |
|---|-----------------|---|-------------------|---------------------|
| SQA code | SSC code | Title | SCQF level | SCQF credits |
| DR5G 04 | CCLD 201 | Contribute to positive relationships www.sqa.org.uk/files_ccc/CCLD_201.doc | 5 | 7 |
| <p>Contribute to positive relationships</p> <ol style="list-style-type: none"> 1. Interact with and respond to children 2. Interact with and respond to adults 3. Communicate with children 4. Communicate with adults <p>About this Unit</p> <p>This Unit is about interacting with and responding positively to children and adults. It includes verbal and non-verbal communication skills involved when working with children and when dealing with adults, together with the importance of valuing people equally.</p> <p>This Unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This Unit is for those who assist in work with children and adults.</p> | | | | |
| DR8A 04 | CCLD 202 | Help to keep children safe www.sqa.org.uk/files_ccc/CCLD_202.doc | 6 | 10 |
| <p>Help to keep children safe</p> <ol style="list-style-type: none"> 1. Prepare and maintain a safe and healthy environment 2. Follow procedures for accidents, emergencies and illness | | | | |

3. Support the safeguarding of children from abuse
4. Encourage children's positive behaviour

About this Unit

This Unit deals with keeping children safe during day-to-day work activities. The Unit covers responses to accidents, emergencies and illness, according to procedures. The Unit requires familiarity with and the ability to set in motion safety, safeguarding and welfare procedures, according to the policies and procedures of the setting.

This Unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. The Unit is suitable for you if you assist in a setting, but do not normally have the final responsibility. You will have day-to-day responsibility for maintaining a safe environment, contributing to the safety, safeguarding and protection of children and ensuring risks and hazards are dealt with and reported promptly according to procedures.

| | | | | |
|---------|-------------|--|---|---|
| DT1H 04 | CCLD 203 | <p>Support children's development</p> <p>www.sqa.org.uk/files_ccc/CCLD_203.doc</p> | 4 | 9 |
|---------|-------------|--|---|---|

Support children's development

1. Contribute to supporting children's physical development and skills
2. Contribute to supporting children's emotional and social development
3. Contribute to supporting children's communication and intellectual development
4. Contribute to planning for children's development needs

About this Unit

This unit includes the routine observation of children and young people's development in everyday work. It is a unit that requires knowledge and understanding of children's development from 0 to 16 years and the ability to demonstrate competence with the children you are working with. The unit covers observing children, sharing observational findings, contributing to the implementation of activities to support development and contributing to planning to meet children's needs.

This unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. The unit is suitable for you if you assist in a setting, but do not normally have the final responsibility.

| | | | | |
|---|-------------|--|---|----|
| DT1V 04 | CCLD 204 | <p>Use support to develop own practice in children's care, learning and development</p> <p>www.sqa.org.uk/files_ccc/CCLD204.doc</p> | 5 | 5 |
| <p>1. Make use of support systems to develop your practice</p> <p>2. Use new knowledge and skills to improve your practice</p> <p>About this Unit</p> <p>This unit is about improving and developing your skills and performance in carrying out your work.</p> <p>It is for anyone who is working as an assistant in any setting whose main purpose is children's care, learning and development.</p> | | | | |
| DT09 04 | CCLD205 | <p>Prepare and maintain environments to meet children's needs</p> <p>www.sqa.org.uk/files_ccc/CCLD205.doc</p> | 5 | 8 |
| <p>1. Prepare and maintain the physical environment</p> <p>2. Prepare and maintain a stimulating environment</p> <p>3. Maintain an environment that builds children's confidence</p> <p>4. Support routines for children</p> <p>About this Unit</p> <p>This unit is about the importance of the environment in which children are cared for. Environments which have been well thought out can provide children with positive developmental opportunities.</p> <p>This unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This is for anyone who works as an assistant looking after children, either individually or in a group.</p> | | | | |
| DT1J 04 | CCLD 206 | <p>Support children's learning through play</p> <p>www.sqa.org.uk/files_ccc/CCLD206.doc</p> | 5 | 11 |
| <p>1. Participate in activities to encourage communication and language</p> | | | | |

2. Encourage children's drama and imaginative play
3. Encourage children to be creative
4. Support physical play
5. Encourage children to explore and investigate
6. Contribute to the assessment of children's learning through play

About this Unit

This unit is about supporting children's learning through play. Although the unit is suitable for work with young children in their pre-school years and in early education settings it is applicable in other circumstances with older children.

This unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. The unit is suitable if you work as an assistant supporting children's play and learning in a variety of different settings such as centre or home based childcare, crèches or pre-schools.

Optional Units – Candidates must select one optional unit.

| SQA code | SSC code | Title | SCQF level | SCQF credits |
|----------|----------|--|------------|--------------|
| DT1R 04 | CCLD 208 | <p>Support the development of babies and children under 3 years</p> <p>www.sqa.org.uk/files_ccc/CCLD208.doc</p> | 5 | 8 |

1. Observe babies or children under 3 years as part of your everyday work
2. Provide safe physical care for babies and children under 3 years
3. Provide play activities that encourage learning and development
4. Communicate with babies or children under 3 years, interpret their needs and respond to them

About this Unit

This unit is about observing babies or children under 3 years, so that appropriate physical care and play activities can be provided, which effectively support and encourage the development of babies and young children. It includes the accurate recording of developmental progress according to organisational procedures. You will be expected to communicate with babies or children under 3 years as they indicate their needs and preferences and take these into account when providing play activities.



This unit will be most useful to you if you are assisting with the care of babies or children under 3 years in a group setting. It will provide opportunities to observe how babies and children under 3 years develop, and how the play activities and opportunities you provide and encourage can support development through extending the range and scope of children's ability.

| | | | | |
|----------------|-----------------|--|---|---|
| DT1A 04 | CCLD 209 | Support a child with additional support needs www.sqa.org.uk/files_ccc/CCLD209.doc | 5 | 7 |
|----------------|-----------------|--|---|---|

Support a child with additional support needs

1. Support a child with additional support needs by providing care and encouragement
2. Provide support to enable the child to participate in activities and experiences
3. Support the child and family according to the procedures of the setting

About this Unit

This unit is about supporting a child with additional support needs (or equivalent terminology within your home country).

This unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This is for you if you work with a child with additional support needs, normally as an assistant in a setting.

| | | | | |
|----------------|-----------------|--|---|----|
| DT1E 04 | CCLD 210 | Work with children and young people to create play spaces and support freely chosen self-directed play http://www.sqa.org.uk/files/aq/DT1E_04.pdf | 6 | 15 |
|----------------|-----------------|--|---|----|

1. Work with children and young people to create play spaces
2. Support children and young people's freely chosen, self-directed play

Overview Children and young people have a right to a variety of play spaces that stimulate them and provide opportunities for risk, challenge and personal growth. This Unit is about working with children and young people to create such spaces and support their freely chosen, self-directed play.

The Unit is divided into three parts.

The first part describes the two things you have to do. These are:

1 Work with children and young people to create play spaces.

2 Support children and young people's freely chosen, self-directed play.

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this Unit.

This Unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

This Unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice

Table 28. HNC Additional Support Needs (Supporting the Individual) – Structure

| Group Award Code | Title | SCQF Level | SCQF Credits |
|--|---|------------|--------------|
| G8P2 15 | <p>HNCD Additional Support Needs: Supporting the individual</p> <p>http://www.sqa.org.uk/sqa/files_ccc/HNCD_Additional_Support_Needs.Support_the_Individual.pdf</p> | | |
| <p>OVERVIEW OF THE QUALIFICATION:</p> <p>The general aims of the HNC (and HND) are:</p> <ul style="list-style-type: none"> • to provide an opportunity for those employed in the broad educational field of social services working with, or for, those with additional support needs, • to gain advanced competencies to meet the needs of individuals with ASN • to provide specific learning experiences • to achieve competencies and to develop a supportive attitude to staff and to individuals with ASN • to develop professional awareness and to enhance career development for the candidate • to provide progression opportunities from relevant non advanced and advanced training courses • to develop awareness, sensitivity and empathy to work with a wide range of individuals with ASN who will access the spectrum of services (statutory and voluntary) including education and social work • to develop appropriate attitudes, skills and knowledge • to work effectively and collaboratively with multi-disciplinary agencies within social services and education <p>Specific aims of the Group Awards The specific aims of the HNC Additional Support Needs: Supporting the Individual are:</p> <ul style="list-style-type: none"> • to develop candidates' interpersonal and communication skills • to acquire knowledge of statutory and voluntary services and related legislation and policies • to become familiar with the techniques of learning and teaching used in planning and presenting a learning programme across the range of learning environments • to develop skills conducive to effective team work within the range of environments within social services and education • to provide the candidate with practical experience in order to demonstrate the skills of the reflective practitioner • to provide an opportunity for those who are not yet employed but who wish | | | |



| <ul style="list-style-type: none"> . to undertake education and training to achieve recognised competencies . to increase their employment chances | | | |
|--|---|-------------------|---------------------|
| Candidates must complete a total of 5 compulsory units. | | | |
| SCQF Code | Title | SCQF Level | SCQF Credits |
| F1VE 34 | ASN: Principles of Practice http://www.sqa.org.uk/files/hn/F1VE34.pdf | 7 | 16 |
| <p>OVERVIEW:</p> <p>This Unit is designed to develop knowledge and understanding of the sociology and philosophy of education and training for individuals with additional support needs (ASN) in different situations. Candidates will require to explore the aims, objectives and Outcomes of the provision for individuals with ASN and to evaluate a specific learning programme in relation to the specific aims and objectives and the needs of the learner. The Unit provides candidates with the underpinning knowledge required to work in a supportive and developmental role either as part of a team, or to assist trainers and lecturers in providing an education programme for individuals with ASN.</p> <p>On completion of the Unit the candidate should be able to:</p> <ol style="list-style-type: none"> 1. Explain the concepts, principles and philosophy relating to the education and vocational needs of individuals with ASN. 2. Outline current education and training provision and the related support services for individuals with ASN and describe the policies and legislation which underpin the provision. 3. Describe the aims, objectives and outcomes of a range of training programmes for individuals with ASN. 4. Evaluate one programme in relation to theory and practice. | | | |
| F2C9 34 | ASN: Theoretical Approaches to Learning http://www.sqa.org.uk/files/hn/F2C934.pdf | 7 | 16 |
| <p>This Unit is designed to enable the candidate to develop knowledge and skills in the application of learning theory for the supporting of development of individuals with ASN. It provides the candidate with the learning theory and opportunities for the application of the learning theory to support the development of the learning process. It is appropriate for candidates working in a range of settings/establishments with individuals with ASN.</p> <p>On completion of the Unit the candidate should be able to:</p> <ol style="list-style-type: none"> 1. Analyse key factors of development which affect the learning process. 2. Explain the effects of disruption to the learning process. | | | |

| |
|---|
| <p>3. Explain the importance of the key stages in the acquisition and development of language to the learning process.</p> <p>4. Examine the role that theoretical approaches play in promotion of the learning process.</p> <p>Talks about social and emotional development but does not specify developmental theories nor specifically mention play.</p> |
|---|

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|----------------|---|----------|-----------|
| F1TW 34 | ASN: The Effects on Human Development http://www.sqa.org.uk/files/hn/DF1TW34.pdf | 7 | 16 |
|----------------|---|----------|-----------|

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|---|--|--|--|
| <p>OVERVIEW:</p> <p>This Unit is designed to develop the candidate's knowledge and understanding of a range of ASN. It will also provide candidates with a knowledge of development and the effects that ASN, difficulties/disabilities can have on aspects of development. Candidates will investigate the effects of physical, intellectual and sensory disabilities encompassing the context of an ages and stages model from 0 to old age.</p> <p>On completion of the Unit the candidate should be able to:</p> <ol style="list-style-type: none"> 1. Describe the ages and stages model of development. 2. Explain factors which may affect development. 3. Describe common disabilities and associated difficulties. 4. Evaluate the relationship between disability and development. | | | |
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| F2CA 34 | ASN: Workplace Practice http://www.sqa.org.uk/files/hn/F2CA34.pdf | 7 | 16 |
|----------------|---|----------|-----------|

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| <p>OVERVIEW</p> <p>This Unit is designed for candidates who provide support in a learning/training environment for individuals with Additional Support Needs (ASN). It provides the candidate with an opportunity to apply knowledge and to demonstrate, under supervision, practical skills to support individuals with their learning.</p> <p>On completion of the Unit the candidate should be able to:</p> <ol style="list-style-type: none"> 1. Evaluate the structure and organisation of the learning environment in relation to relevant legislation. 2. Explain the links between the theory and practice of learning approaches in the learning environment. 3. Contribute to practice by supporting the learner and others in a range of situations. 4. Record, analyse and evaluate own contribution to the practice within a learning environment | | | |
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| F2CC 34 | ASN: Supporting the Individual: Graded Unit 1 http://www.sqa.org.uk/files/hn/F2CC34.pdf | 7 | 16 |
| <p>OVERVIEW:</p> <p>This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of Supporting Individuals with Additional Needs:</p> <ol style="list-style-type: none"> 1. To develop candidates' interpersonal and communication skills 2. To acquire knowledge of statutory and voluntary services and related legislation and policies 3. To become familiar with the techniques of learning and teaching used in planning and presenting a learning programme across the range of learning environments 4. To develop skills conducive to effective team work within the range of environments within social services and education 5. To provide the candidate with the relevant practical experience in order to demonstrate the skills of the reflective practitioner <p>This assignment relates to working with an individual to plan develop and evaluate a learning activity for that individual with additional support needs.</p> <p>STAGE 1 — PLANNING Select an individual with whom you are working</p> <p>Analyse current learning needs with reference to:</p> <ol style="list-style-type: none"> 1. Factors affecting development 2. The relationship between disability and development <p>Plan a learning activity for the individual with reference to:</p> <ol style="list-style-type: none"> 1. Philosophies of learning 2. Skills required 3. Legislative framework <p>STAGE 2 — DEVELOPING</p> <p>Give an account of the learning activity with reference to:</p> <ol style="list-style-type: none"> 1. The role of the support for learning worker 2. Involvement of the individual with additional support needs <p>STAGE 3 — EVALUATING</p> <p>Evaluate and review the learning activity with reference to:</p> <ol style="list-style-type: none"> 1. Reflection on own practice 2. An assessment of how well the learning activity met the development needs of the | | | |

| | | | |
|---|---|----------|-----------|
| individual | | | |
| There are 12 optional units for candidates to choose from; they must take between 2 and 3 units, depending on the credits associated with each unit. | | | |
| F1VH 34 | ASN: Learning Approaches in the Design and Implementation of Programmes http://www.sqa.org.uk/files/hn/F1VH34.pdf | 7 | 16 |
| <p>OVERVIEW</p> <p>This Unit develops the candidate's knowledge of learning approaches and his/her skills in the planning and implementation of a learning programme or learning session. Candidates will require to observe learning programmes and/or sessions and investigate learning approaches. They will require to plan and develop a programme or session within a programme. The Unit also involves a practical element where candidates will require to implement and evaluate a learning programme/session with support and guidance from a trained professional.</p> <p>On completion of the Unit the candidate should be able to:</p> <ol style="list-style-type: none"> 1. Analyse learning approaches in programme planning for individuals with ASN. 2. Plan a learning programme for an individual with ASN. 3. Implement a learning programme for an individual with ASN. 4. Evaluate the effectiveness of a learning programme for an individual with ASN. <p>Whilst this unit does not specifically mention play, it does consider development and learning, and the candidate is required to plan and deliver a learning programme for an individual with ASN.</p> | | | |

Table 29. National Progression Award Playwork and Childcare- Structure

| Group Award Code | Title | SCQF Level | SCQF Credits |
|--|---|------------|--------------|
| G8P8 45 | <p>National Progression Award Playwork and Childcare</p> <p>http://www.sqa.org.uk/files_ccc/Arrangements_NPA_Playwork_and_Childcare_Dec_07.pdf</p> <p>http://www.sqa.org.uk/files_ccc/NPA_Playwork_leaflet.pdf</p> | 5 | 36 |
| <p>4 mandatory units and the choice of one optional unit from a selection of 5.</p> <p>The aims of the NPA Playwork and Childcare are to provide a qualification at SCQF level 5 for Playwork and Childcare workers in a variety of different working environments. The structure of the qualification allows for mandatory Units to provide the generic knowledge required by a worker in a playwork or childcare setting. The optional Units relate more specifically to various playwork and childcare settings.</p> <p>Principal aims of the Group Award</p> <p>The NPA Playwork and Childcare includes four mandatory Units, which cover topics such as child development, childrens rights, play, working with children and young people in a setting. All of these topics are considered to be key areas of learning to employers.</p> <p>General aims of the Group Award</p> <p>Workers in the area of Playwork and Childcare, must work towards registration with Scottish Social Services Council. Registration is linked to the role workers carry out in their organisation and the relevant qualification which reflects this role. The NPA Playwork and Childcare aims to be one of the qualifications, relevant to the registration process. This award will develop candidates:</p> <ol style="list-style-type: none"> 1. practical skills ability to solve problems 2. transferable skills 3. ability to be flexible and work cooperatively with others 4. responsibility for own learning planning, 5. organisational and evaluation skills 6. oral, written and communication skills | | | |

7. numerical skills
8. resource management ability
9. flexibility, knowledge, skills and motivation as a basis for progression

Target groups This National Progression Award is suitable for a wide range of candidates including:

1. S5 and S6 candidates
2. school leavers progression candidates (eg Skills for Work)
3. adults returning to education
4. employed candidates who wish to enhance their career prospects
5. unemployed candidates who wish to enhance their job prospects
6. workers in the sector who wish to gain a qualification for registration (SSSC dependent)

| | | | |
|---------|--|---|----|
| F2CN 11 | Working with Children and Young People http://www.sqa.org.uk/files/nu/F2CN11.pdf | 5 | 12 |
|---------|--|---|----|

This Unit is practice-based and designed to allow candidates to demonstrate their skills working with children and young people. It will allow candidates to demonstrate their knowledge of their work setting and to demonstrate their ability to work within the legislative framework. There is an expectation that candidates will be able to demonstrate their ability to work within the framework of policies and procedures whilst maintaining professional standards at all times.

Candidates must demonstrate their ability to work with children and young people in their workplace in a manner that takes account of the developmental level of the child and/or young person. Candidates are also required to provide play and activities appropriate for the child and/or young person, whilst maintaining their health, safety and well-being.

This Unit is a mandatory Unit of the National Progression Award (NPA) in Playwork and Childcare, but is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who are considering employment in the childcare and education sector or wish to progress onto higher level Playwork and Early education and childcare qualifications. There is an expectation that workplace practice/placement will be necessary and that an adequate number of hours be allocated to this. The candidate must have the opportunity for a suitable placement or may be employed in the childcare and education sector working under supervision.

OUTCOMES

| | | | |
|--|--|----------|----------|
| <ol style="list-style-type: none"> 1. Describe own working environment in terms of the legislative and policy framework, ethos and aims of the workplace setting. 2. Explain own role and responsibilities in working with children and young people within the workplace setting. 3. Working under supervision, contribute to the experience of children or young people within the workplace setting. | | | |
| F2CR 11 | Children and Young People: Rights and Protection http://www.sqa.org.uk/files/nu/F2CR11.pdf | 5 | 6 |
| <p>This Unit is designed to allow candidates to investigate the rights that children should have today in society in relation to the United Nations Convention on the Rights of the Child. Candidates will explore these rights in relation to national and current legislation and in relation to policies and practice within settings for children and young people.</p> <p>Candidates will be expected to consider rights in three main areas as laid down by the UN Convention on the Rights of the Child — provision, protection and participation. They should be able to describe the significant impact on children and young people by adults who uphold and support their rights in settings.</p> <p>This Unit is a mandatory Unit in the National Progression Award in Playwork and Childcare, but is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who have, or are considering, employment in the childcare and education sector or to progress onto higher level Playwork and Early education and childcare qualifications.</p> <p>OUTCOMES</p> <ol style="list-style-type: none"> 1. Investigate the rights of the child and young person in relation to provision as defined in current legislation, policies and charters. 2. Investigate the rights of the child and young person in relation to protection as defined in current legislation, policies and charters. 3. Investigate the rights of the child and young person in relation to participation as defined in current legislation, policies and charters. | | | |
| F2CP 11 | Children and Young People : The Process of Play http://www.sqa.org.uk/files/nu/F2CP11.pdf | 5 | 6 |
| <p>This Unit is designed to allow candidates to consider and explain the importance and benefits of play and some of the significant theories of play for children and young people from birth to sixteen years.</p> | | | |

The candidate will be expected to consider the variety of play provision available for children and young people and to explain the benefits of play and the different settings for children at different ages, within the range birth to sixteen years. The candidate should have the opportunity to consider the role of the adult in the provision of an appropriate play space, play and activities, and supporting children and young people's choices.

This Unit is a mandatory Unit in the National Progression Award in Playwork and Childcare, but is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who are in employment or are considering employment in the childcare and education sector or who wish to progress onto higher level Playwork and Early Education and Childcare qualifications.

OUTCOMES

1. Explain the value of play for children and young people between the ages of birth to sixteen years.
2. Describe the provision of play opportunities and activities.
3. Explain the role of the adult working with children and young people in the play setting.

| | | | |
|----------------|--|----------|----------|
| F19L 11 | Child Development and Health http://www.sga.org.uk/files/nu/F19L11.pdf | 5 | 6 |
|----------------|--|----------|----------|

This Unit is a mandatory Unit of the Early Education and Childcare (Intermediate 2) Course but is also suitable for candidates wishing to study the Unit on its own.

This Unit is designed to introduce candidates to the principles of child development from 0–16 years. Candidates will learn what is meant by sequences and patterns in child development and the inter- relationship between all aspects of that development. Candidates will also learn about the health needs of children and how health factors may affect the development of children.

The Unit is suitable for candidates who may be considering employment in the early education and childcare sector working under supervision and will also provide progression for candidates who have completed the Intermediate 1 Early Education and Childcare Course or its Units.

OUTCOMES

1. Explain the principles of child development from birth to 16 years.
2. Investigate the ways in which the health needs of children from birth to 16 years can be met by adults.
3. Investigate health factors that may affect child development from birth to 16 years.

| Optional units- select one. | | | |
|--|--|----------|----------|
| F2CS 11 | Working in a crèche as a sessional worker http://www.sqa.org.uk/files/nu/F2CS11.pdf | 5 | 6 |
| <p>This Unit is an introduction to working within a crèche setting. This Unit provides an insight into the different types of crèches which operate within the community; and the regulatory framework within which these crèches operate. Candidates are introduced to the codes of practice, standards, policies and procedures which apply within a crèche setting. Candidates undertaking this Unit will develop an understanding of the underpinning values and principles required when working with children and young people.</p> <p>This Unit is suitable for candidates who are considering working within a crèche setting or who wish to expand their knowledge of working with children and young people in a playwork or childcare setting.</p> <p>This Unit is an optional Unit in the National Progression Award (NPA) in Playwork and Childcare, but is also suitable for candidates wishing to study the Unit on its own.</p> <p>OUTCOMES</p> <ol style="list-style-type: none"> 1. Explain the principles, legislation and regulation affecting different types of crèches operating in the community. 2. Describe the roles, responsibilities, skills and qualities of the adult working within a crèche. 3. Describe the key principles involved in working with children and young people in a crèche environment. | | | |
| F2CV 11 | Working in an Out of School Care Setting as a Sessional worker http://www.sqa.org.uk/files/nu/F2CV11.pdf | 5 | 6 |
| <p>The purpose of this Unit is to give candidates the knowledge and understanding of their roles and responsibilities in relation to working with children and young people in an out of school care setting and the legislative structure in relation to this Unit. The candidate will develop an understanding of out of school care provision in the range of settings currently available. The candidate will consider the current underpinning principles and values and, in particular, will consider the role, responsibilities and organisational and legislative requirements associated with carrying out escort duties. The age range of the child and young person will be school age — up to 16 years.</p> <p>This Unit is an optional Unit in the National Progression Award for Playwork and Childcare,</p> | | | |

but is also suitable for candidates wishing to study the Unit on its own.

OUTCOMES

1. Describe the current playwork principles and values in relation to working with children and young people in an out of school care setting.
2. Explain the roles and responsibilities of adults working with children, young people and others within an out of school care setting.
3. Describe the processes for keeping children and young people safe while escorting them to the out of school care setting.

F2CT 11

Working in a holiday Playscheme

5

6

<http://www.sqa.org.uk/files/nu/F2CT11.pdf>

The purpose of this Unit is to give candidates the knowledge and understanding of their roles and responsibilities in relation to working with children and young people in a holiday playscheme setting and the legislative structure involved. The candidate will develop an understanding of playscheme provision and explore the current underpinning principles in relation to the setting. The candidate will identify the range of play and resources which would be required within this setting. This Unit is suitable for candidates who are support workers in a holiday playscheme, or someone who would like to use this Unit as Continuing Professional Development.

This is an optional Unit within the National Progression Award in Playwork and Childcare, but is also suitable for candidates wishing to study the Unit on its own.

OUTCOMES

1. Explain the principles which underpin working with children and young people.
2. Describe the roles and responsibilities of adults working in the holiday playscheme.
3. Explain the role of play in the holiday playscheme setting.

F2CW 11

Working as a Nanny in a Family Setting

5

6

<http://www.sqa.org.uk/files/nu/F2CW11.pdf>

This Unit requires candidates to investigate the skills required to enable them to carry out the duties of a nanny in a family setting and understand the differing roles of a nanny. Candidates should be able to demonstrate an understanding of how to provide for children's needs and how to plan activities when supporting children's development.

To complete this Unit, candidates are required to provide knowledge of understanding or practical experience of working as a nanny in a family setting.

This Unit is an Optional Unit in the National Progression Award in Playwork and Childcare, but is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who wish to gain employment, or may already be employed, as a nanny in a family setting. They may wish to progress on to higher early education and childcare qualifications.

OUTCOMES

1. Explain the roles and responsibilities of a nanny in relation to the family setting and legislation.
2. Describe the practice of a nanny in a family setting.

| | | | |
|----------------|---|----------|----------|
| DM65 11 | Supporting children with Additional Support Needs http://www.sqa.org.uk/files_ccc/NQ_EEandCC_Int2_UnitSpec_SupportChildrenAddSupportNeeds.pdf | 5 | 6 |
|----------------|---|----------|----------|

This Unit is designed to introduce candidates to issues relating to the provision of additional support for children aged 0-12 years. Candidates will define the term 'additional support needs' and describe a range of circumstances and conditions that may require the provision of additional support. They will investigate a range of resources available to children who require additional support and their families.

This Unit is an optional Unit in the National Certificate Group Award: Early Education and Childcare (Higher) but is also suitable for candidates wishing to study the Unit on its own or as part of other awards. The Unit is suitable for candidates who wish to gain employment, or may already be employed, in the early education and childcare sector working under supervision. They may wish to progress onto higher early education and childcare qualifications. Whilst this is a Unit that relates specifically to early education and childcare it may also be suitable for candidates who have an interest in the wider Care sector.

OUTCOMES

1. Explain what is meant by the term 'additional support needs'.
2. Describe a range of circumstances and conditions that require additional support.
3. Evaluate resources available for children and their families that require the provision of additional support.



Table 30. Professional Development Award in Education Support Assistance at SCQF Level 6 - Structure

| Group Award Code | Title | SCQF Level | SCQF Credits |
|---|---|------------|--------------|
| G9G4 46 | <p>Professional Development Award (PDA) in: Education Support Assistance at SCQF level 6</p> <p>http://www.sqa.org.uk/sqa/files_ccc/PDAEducationSupportAssistance.pdf</p> | 6 | 48 |
| <p>There are 5 mandatory units and two optional units- candidates can choose from 10 optional units. For the purposes of this research only units which are linked to play/ children's rights are included.</p> <p>General aims of the Group Award</p> <p>The general aims of the PDA are:</p> <ol style="list-style-type: none"> 1. To progress and develop personally and professionally either before or whilst in employment as an Education Support Assistant. 2. To enable progression within the SCQF levels. 3. To develop Core Skills.To develop study and research skills. 4. To open up career opportunities within the education sector and to prepare candidates for further studies. <p>Specific aims of the Group Award</p> <ol style="list-style-type: none"> 1. To enable candidates to develop the specific skills of an Education Support Assistant. 2. To enable candidates to develop specific knowledge of issues associated with children and young people in educational settings. 3. To provide candidates with opportunities to gain a deeper knowledge of Additional Support Needs across a broad spectrum of specific needs and disabilities. 4. To develop personal effectiveness in a variety of educational settings. 5. To prepare candidates for employment in a variety of education settings. <p>Target groups</p> <ol style="list-style-type: none"> 1. Candidates who wish to embark on a career as an Education Support Assistant 2. Candidates who are employed as Education Support Assistants (the job title may vary from one Local Authority area to another) 3. Candidates who wish to begin a learning journey in education by using the Units of this award as the building blocks to other qualifications | | | |

| | | | |
|--|---|-----------------|-----------------|
| <p>F7HR 12</p> | <p>Supporting the Development of Children and Young People from Birth to Eighteen Years</p> <p>http://www.sqa.org.uk/files/nu/F7HR12.pdf</p> | <p>6</p> | <p>6</p> |
| <p>This Unit is designed to develop candidate's knowledge of the development of children and young people from birth to 18 years. The candidate will gain knowledge and understanding of general principles and theories of development. They will investigate and evaluate the influences on their development. They will evaluate resources that assess and support the development of children and young people and the role a range of professionals play in this process.</p> <p>This Unit is a mandatory Unit in the PDA: Education Support Assistance (SCQF level 6). It is also suitable for candidates who may wish to study the Unit on its own. The Unit is suitable for candidates who may wish to gain employment in the education sector at support worker level or to progress onto appropriate higher level qualifications. It may also be suitable for those in the wider care sector who wish to study issues relating to child development at this level.</p> <p>OUTCOMES</p> <ol style="list-style-type: none"> 1. Explain the principles and theories of child development from birth to 18 years. 2. Evaluate factors that may influence the development of children and young people. 3. Evaluate resources that assess and support the development of children and young people. | | | |
| <p>F7HS 12</p> | <p>Supporting the Behaviour of Children and Young People</p> <p>http://www.sqa.org.uk/files/nu/F7HS12.pdf</p> | <p>6</p> | <p>6</p> |
| <p>This Unit is designed to encourage an awareness of how to support the behaviour of children and young people within an educational context. The candidate will gain knowledge and understanding of why children and young people, from birth to 18 years, behave the way they do and the factors that may influence their behaviour. The candidate will also extend their knowledge by evaluating current national and local initiatives for supporting the behaviour of children and young people. Candidates will also explain the role adults play in supporting the behaviour of children and young people.</p> <p>This Unit is a mandatory Unit in the PDA Education Support Assistance but is also suitable for candidates wishing to study the Unit on its own or as part of other awards. The Unit is suitable for candidates who wish to gain employment, or may already be employed within an educational setting in a support role. Whilst this is a Unit that relates specifically to an educational context it may also be suitable for candidates who have an interest in the wider Care sector.</p> <p>OUTCOMES</p> <ol style="list-style-type: none"> 5. Explain a variety of behaviours of children and young people from birth to eighteen years. 6. Evaluate the impact of factors on the behaviour of children and young people. | | | |

| 7. Evaluate current initiatives for supporting the behaviour of children and young people. | | | |
|---|--|----------|-----------|
| F7HY 12 | Supporting Children and Young People in an Educational Setting http://www.sqa.org.uk/files/nu/F7HY12.pdf | 6 | 12 |
| <p>This is a practical Unit in which candidates will have the opportunity to work directly with children and young people in an educational setting. Candidates will be required to work within the Current Scottish legislative framework of Local Authority and School policies and procedures whilst maintaining professional standards at all times.</p> <p>Candidates must demonstrate their ability to work with individuals and groups and take account of their needs and stage of development. Candidates must plan and implement opportunities/activities for children and young people whilst maintaining their health, safety and well-being throughout.</p> <p>This is a mandatory Unit in the Professional Development Award: Education Support Assistance (SCQF level 6). It is appropriate for those who are currently employed, or considering employment, in the education sector or wish to progress onto a higher qualification in Early Education and Childcare. A work placement in an educational setting will be necessary to achieve this Unit and an adequate number of hours must be allocated to this.</p> <p>OUTCOMES</p> <ol style="list-style-type: none"> 1. Describe the selected work placement environment. 2. Explain personal and team roles and responsibilities required to support children and young people in the selected educational setting. 3. Work with others to plan and implement activities which meet the needs of children and young people in the selected educational setting. 4. Monitor, review and evaluate own performance whilst supporting children and young people in the selected educational setting. | | | |
| F7HT 12 | Supporting Children and Young People who require Additional Support for Learning http://www.sqa.org.uk/files/nu/F7HT12.pdf | 6 | 6 |
| <p>This Unit is designed to introduce candidates to issues relating to the provision of additional support for children and young people aged 0–18 years. Candidates will define the term ‘additional support needs’ and describe a range of circumstances and conditions that may require the provision of additional support. They will also explore attitudes towards children and young people with additional support needs. They will evaluate the implementation of current legislation, policy and practice within educational settings.</p> <p>This Unit is a mandatory Unit in the PDA Education Support Assistance (SCQF level 6) but is also</p> | | | |

suitable for candidates wishing to study the Unit on its own or as part of other awards. The Unit is suitable for candidates who wish to gain employment, or may already be employed, in the education sector working under supervision. They may wish to progress onto higher qualifications. Whilst this is a Unit that relates specifically to education it may also be suitable for candidates who have an interest in the wider Care sector.

OUTCOMES

1. Explain what is meant by the term 'additional support needs'.
2. Explain a range of circumstances and conditions that require additional support.
3. Evaluate the additional support available to families and to children and young people with additional support needs within educational settings.

| | | | |
|----------------|---|----------|----------|
| F7HV 12 | Professional practice in an educational setting http://www.sqa.org.uk/files/nu/F7HV12.pdf | 6 | 6 |
|----------------|---|----------|----------|

This Unit is a mandatory Unit in the Professional Development Award in Education Support Assistance (SCQF level 6). The Unit is designed to introduce candidates to the principles of professional practice required for working as an Education Support Assistant. Candidates will learn what is meant by the term 'professional practice' in an educational setting and the qualities, skills, expertise, knowledge and values needed for the post. They will also learn about being a reflective practitioner and the importance of continuously upgrading their skills/knowledge base.

This Unit is appropriate for those who are considering employment in the school sector or wish to progress onto further study in education.

OUTCOMES

1. Describe the principles, values and reflective practice which underpin professional practice in working with children and young people in an educational setting.
2. Describe the role of the Education Support Assistant and their relationship with other professionals within an educational setting. Describe curriculum guidelines and initiatives in operation in Scottish educational settings.

Optional units

| | | | |
|----------------|--|----------|----------|
| F7HW 12 | The Rights and Entitlements of Children and Young People http://www.sqa.org.uk/files/nu/F7HW12.pdf | 6 | 6 |
|----------------|--|----------|----------|

The purpose of this Unit is to give candidates a broad knowledge and understanding of children's rights. The candidate will explore the issue of human rights in general and more specifically the rights of children and young people. Candidates will gain an understanding of child protection issues, including categories and the signs and indicators of child abuse and be aware of the role of

the adult in educational or care settings. Candidates will also evaluate means that can be used to protect children from abuse and exploitation with particular emphasis on equipping children to assert their right to protection from abuse and exploitation. The age range will be birth to 18 years.

This Unit is an optional Unit in the PDA Education Support Assistance (SCQF level 6) but is also suitable for candidates wishing to study the Unit on its own or as part of other awards. The Unit is suitable for candidates who are employed, or who may wish to gain employment, in the education or care sector.

OUTCOMES

1. Explain the importance of rights and entitlements in ensuring the best interests of all children and young people.
2. Explain issues relating to child protection.
3. Describe local authority and/or establishment procedures which support child protection.
4. Evaluate ways of equipping children and young people to assert their right to protection from abuse and exploitation.

| | | | |
|----------------|--|----------|----------|
| DM41 12 | Play in Early Education and Childcare (Higher) http://www.sqa.org.uk/sqa/files_ccc/PlayEarlyEducationChildcareProjectSpec_Dec09.pdf | 6 | 6 |
|----------------|--|----------|----------|

This Unit requires the candidate to have knowledge and understanding of how play supports the process of child development in a childcare and education setting. Candidates should be able to demonstrate an understanding of how the play environment affects children's play experiences and they should be able to explain how play benefits the developing child aged 0-12 years. They should demonstrate an understanding of the role the adult takes in supporting the organisation and processes of children's play in an early education and childcare setting.

This Unit is a mandatory Unit in the National Certificate Group Award: Early Education and Childcare and also a mandatory Unit in the Course: Play in Early Education and Childcare. It is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who wish to gain employment, or may already be employed, in the childcare and education sector support working under supervision or to progress onto higher level early education and childcare qualifications.

OUTCOMES

1. Analyse a play environment in an early education and childcare setting.
2. Evaluate the importance of play to the developing child.
3. Explain how you would set up different types of play in an early education and childcare setting.

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Scotland's Play Strategy Implementation Group**

Other specialist optional units:

| Unit title | Code | SCQF credit points | SCQF level |
|---|-------------|---------------------------|-------------------|
| Supporting Information Communication Technology (ICT) in an Educational Setting | F7HX 12 | 6 | 6 |
| Working with Children and Young People with Visual Impairments | F7J0 12 | 6 | 6 |
| Working with Children and Young People with Autism | F7J1 12 | 6 | 6 |
| Working with Physically Disabled Children and Young People | F7J2 12 | 6 | 6 |
| Working with Children and Young People with Hearing Loss | F7J3 12 | 6 | 6 |
| Supporting Language, Literacy and Numeracy in an Educational Setting | F7J4 12 | 6 | 6 |
| First Aid | F19M 11 | 6 | 5 |
| Information and Communication Technology | F3GC 11 | 6 | 5 |

4.1 Universities BA, MA, PGDip, MEd and PDA Level 9 Analysis tables

Table 31. Universities Childhood Practice and PDA Childhood Practice Results Analysis: Play Pedagogies, Playwork Theories and Practice Course Modules

| | AB N | DN D | DN D | ED N | GL A | GL A | UHI | STRA T | UW S | UW S | PD A |
|--|---------|---------|---------|---------|---------|---------|----------|-----------|---------|---------|---------|
| Analysis of Content related to Play Pedagogy, Playwork Theories and Practice | 1.1 | 2.1 | 2.2 | 3.1 | 4.1 | 4.2 | 5.2 * | 6.1 | 7.1 | 7.2 | 8.1 |
| Playwork Principles, Frameworks, Workplace values and principles (Standard for Childhood Practice) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| UNCRC Rights | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| (Bronfenbrenner/environment for play) or "Manchester" circles | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Scaffolding play | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Play as a means of learning | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Observation, identification of play cycles, and/ or e.g. Vygotsky, Piaget | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| organisation's vision, aims, policies and procedures which might include (play) or /and (outdoor play) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Play Pedagogy | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Play as a process, not as an outcome | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Play that is satisfying 'in the moment' | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | | | | | |
|--|---|---|---|---|--|--|---|---|---|---|---|
| Creating a play enabling culture and atmosphere links to environment | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| risk in play, loose parts, outdoors | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Play Therapy | | | | | | | ✓ | | | | ✓ |
| Key theorists in play and playwork e.g. Hughes; Sturrock; Lester; Russell; Maudsley; Else; Bruce; Garvey; Lindon; Brown; Sutton-Smith; Kane; Burghardt; Pellis and Pellis; Frost, Wortham and Reifel; Gill; Goleman; Barttram. | | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Playwork Concepts; Evolution and recapitulation adulteration and intervention, First Claim, chaos theory, brain architecture, Compound flexibility | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ |

5.1 and 5.2 are the same two courses with 5.2 the more in depth unit information as a case study therefore only 5.2 is included in this table.

The gaps in the table above do not necessarily mean that the courses do not contain this material, but that there was no detailed information available. The last three sub categories are very specific to Playwork related course content, it is specialist to modules in that field, therefore it is not expected that every other course would cover them in the same depth. As tables 1.1-8.1 (appendix) demonstrate, the modules also range from SCQF level 7 to level 11 and from values of 40 points to 8 points.

Table 32. Universities Childhood Practice and PDA Childhood Practice Results Analysis Play Pedagogies, Playwork Theories and Practice Course modules

| Play Pedagogies/ Playwork | Aberdeen | Aberdeen | Aberdeen | Dundee | Dundee | Edinburgh | Edinburgh | Glasgow | Glasgow |
|--|--|--|--|---|---|--------------------------------|---|--|--|
| In Course Modules BOLD Postgrad or Hons Play Pedagogies | Mapping on to Standard for Childhood Practice (1.1) | Living, Learning and Teaching in Communities (1.1) | Effecting Change in Development and Learning (1.1) | Observing Children's Learning (2.1) | Pedagogical Perspectives (2.1) | Professional Development (3.1) | Childhood Studies Work Based Learning 2: Organisational Development (3.1) | Standard for Childhood Practice (4.1) | Social and Cultural Contexts of Childhood (4.1) |
| | UHI | UHI | Strathclyde | Strathclyde | Strathclyde | UWS | UWS | UWS | UWS |
| In Course Modules | Managing Quality in a Childhood Practice Setting (5.1) | Contemporary Issues in Childhood Practice (5.1) | Playful Pedagogies : Children as Thinkers (6.1) | A Child's World: Experiences in Learning Environments (6.1) | Managing and Supporting Children as Active Learners (6.1) | Reflective Planning (7.1) | Promoting Learning (7.1) | (Hons) Play and Pedagogy 0-16(Optional) (7.2) | Hons) Current Childhood Policy and Practice (Optional) (7.2) |
| | UHI | UHI | PDA | Dundee | PDA | PDA | PDA Group B (choose 1) | PDA Group B (choose 1) | PDA Group B (Choose 1) |

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| | | | | | | | | | |
|--|---|---|--|--|--|------------------------------------|--|---|---------------------------------------|
| In depth case studies & PDA modules | Managing Quality in a Childhood Practice Setting: Case Study (5.1) "unpacked" (5.2) | Contemporary Issues in Childhood Practice Case Study: (5.1) "Unpacked (5.2) | Childhood Practice: Development of Children (Pre-birth to Three) (8.1) | (Postgrad) Leading Learning through Play (2.2) | Childhood Practice: Early Learning (8.1) | Childhood Practice: Playwork (8.1) | Childhood: Comparative Play Theories (8.1) | Childhood: Play in a Social Context (8.1) | Childhood: Therapeutic Playwork (8.1) |
|--|---|---|--|--|--|------------------------------------|--|---|---------------------------------------|



Table 33. Universities Childhood Practice and PDA Childhood Practice Results Analysis: Play and Child Development modules: (bold is Hons, PGDip or case studies)

| Aberdeen | Dundee | Edinburgh | Glasgow |
|---|---|--|--|
| Course modules | Course modules | Course modules | Course modules |
| Living, Learning and Teaching in Communities (1.1) | Children and Society (2.1.) | Children and Childhoods (3.1) | Social and Cultural Contexts of Childhood (4.1) |
| Effecting Change in Development and Learning (1.1) | Observing Children's Learning (2.1) | Children and the Family (3.1) | Key Issues and Debates in Contemporary Childhood (4.1) |
| The Child in Society: Personal and Social Development (1.1) | Pedagogical Perspectives (2.1) | Children's Health and Well-Being (3.1) | |
| Principles of Development and Learning (1.1) | Developing Learning Opportunities and Experiences (2.1) | Children, Education and Social Justice (3.1) | |
| The Child in Society: Living and Learning in Families (1.1) | Leading Learning through Play (2.2) | | Children and Childhood within Contemporary Perspective (4.2) |
| UHI | Strathclyde | UWS | PDA |
| Course modules | Course modules | Course modules | Course modules |
| Coordination, Partnership & Integration in Childhood Practice (5.1) | Contemporary Childhood: a Sociological Exploration (6.1). | Leading Learning (7.1) | Childhood Practice: Development of Children (Pre-birth to Three) (8.1) |
| Managing Quality in a Childhood Practice Setting (5.1) | Playful Pedagogies: Children as Thinkers (6.1) | Promoting Learning (7.1) | Childhood Practice: Early Learning (8.1) |
| Contemporary Issues in Childhood Practice | Managing and Supporting Children as | | Childhood: Families, Culture and Society |

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| | | | |
|--|--|--|--|
| (5.1) | Active Learners (6.1) | | (8.1) |
| Managing Quality in a Childhood Practice Setting (5.2) Case Study of (5.1) | Emotional & Social Development: Foundations for learning and health & (6.1) Children's Emotional and Social Development: Observation and working with children in practice (6.1) | Current Childhood Policy and Practice (Optional Hons) (7.2) | Developing services (8.1) |
| Contemporary Issues in Childhood Practice (5.2) Case Study of (5.1) | BA (Hons) level (6.1) | Play and Pedagogy 0-16 (Optional Hons) (7.2) | Childhood: Play in a Social Context: (8.1) |

As in previous analysis, the comparative content here is dependent on the depth of information received. Furthermore, as the tables demonstrate, modules titles here can refer to courses from SCQF level 7 to level 11 with a range of points from up to 40 to 16 or 8 for PDA modules.



4.2 Lead Practitioner Other Qualifications Analysis Tables

| |
|---|
| SVQ 4 Playwork at SCQF Level 9 |
| SVQ 4 Social Services (Children and Young People) at SCQF 9 |
| SVQ 4 Children's Care, Learning and Development at SCQF Level 9 phased out January 2013 |

Table 34. Analysis- SVQ 4 Playwork at SCQF Level 9

| 4 Mandatory units | FT59 04 9:11 | FT5A 04 10:14 | FT5C 04 9:9 | FT4V 04 8:17 |
|---|--|--|--|--|
| | Work With Colleagues and Other Partners to Develop an Organisational Framework for Play | Develop, Manage and Review Operational Plans for Play Provision | Establish and Develop Working Relationships | Reflect on and Develop Practice |
| Play Pedagogies/ Playwork Theory and Practice (main) | ✓ | ✓ | ✓ | ✓ |
| Play and Child Development (main) | ✓ | | | |
| Children's Rights and International modern/postmodern theory (sub section) | | | | |
| Play and Learning Environment (sub section) | ✓ | ✓ | | |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning (Sub section) | | | | |

SVQ 4 Playwork at SCQF Level 9

Optional Units: Candidates must complete 5 Units from Group A and/or Group B

Group A: Candidates must complete from 3 to 5 Units

| 8 Optional units Group A | FT5F 04 9:11 | FT5G 04 9:15 | FT5H 04 9:12 | FT5J 04 9:10 | FT5K 04 10:18 | FT5L 04 9:13 | FT5M 04 9:12 | FT5E 04 9:12 |
|---|--------------------|--------------------|--------------------|-----------------|---------------------|-----------------|-----------------|-----------------|
| Play Pedagogies/ Playwork Theory and Practice (main) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Play and Child Development (main) | | | | | ✓ | | | |
| Children's Rights and International modern/postmodern theory (sub section) | | | | | | | ✓ | |
| Play and Learning Environment (sub section) | ✓ | ✓ | | ✓ | ✓ | ✓ | | |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning (sub section) | | | | | | | | |

The 7 optional Group B Units are generic management and administration units on finance etc. and are not relevant for analyse here.

Table 35. Analysis: SVQ 4 Social Services (Children and Young People) at SCQF 9

| 4 Mandatory units | H5VT 04 9:11 Maintain effective communication systems and practice | H5VV 04 9:10 Lead practice for health and safety in the work setting | H5VW 04 9:10 Take responsibility for the continuing professional development of yourself and others | H5VX 04 9:11 Lead practice that promotes the safeguarding of children and young people |
|--|---|---|--|---|
| Play Pedagogies/ Playwork Theory and Practice (main) | | | | |
| Play and Child Development (main) | ✓ | | | |
| Children's Rights and International modern/postmodern theory (sub section) | ✓ | ✓ | | ✓ |
| Play and Learning Environment (sub section) | | ✓ | | ✓ |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning (Sub section) | | | | |

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There are a Further 29 Optional Units, of which 4 must be chosen, we have selected to analyse only those below which refer to play in at some level with the NOS descriptors.

SVQ 4 Social Services (Children and Young People) at SCQF 9

| Selection of optional units | H5W3 04 9:10 | H5W4 04 9:7 | H5W5 04 9:10 | H5WC 04 9:12 – research so potential for | H5W2 04 10:8 | H5W6 04 10:8 |
|--|-------------------------|------------------------|-------------------------|---|-------------------------|------------------------------|
| Play Pedagogies/ Playwork Theory and Practice (main) | | | | ✓ | | |
| Play and Child Development (main) | | ✓ | | ✓ | ✓ | ✓ |
| Children's Rights and International modern/postmodern theory (sub section) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Play and Learning Environment (sub section) | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning Sub section) | ✓ | ✓ | ✓ | ✓ | ✓ | |

Table 36. Analysis: SVQ 4 Children's Care, Learning and Development at SCQF Level 9

| 4 Mandatory units | DR7L 04 9:9 Establish and develop working relationships | DT1L 04 9:15 Support policies, procedures and practice to safeguard children and ensure their inclusion and well-being | DT1M 04 9:16 Support programmes for the promotion of children's development | DT10 04 9:12 Reflect on, review and develop own practice |
|--|--|---|--|---|
| Play Pedagogies/ Playwork Theory and Practice (main) | | | | |
| Play and Child Development (main) | | | ✓ | |
| Children's Rights and International modern/postmodern theory (sub section) | | ✓ | | |
| Play and Learning Environment (sub section) | | ✓ | | |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning (Sub section) | | | | |

SVQ 4 Children's Care, Learning and Development at SCQF Level 9

| | DR6X 04 9:10 | DR7E 9:16 | DT1C 04 9:16 | DR88 04 9:16 | DR82 04 9:11 | DR84 04 9:15 creativity | DR80 04 9:14 | DR5V 04 9:16 | DT18 04 9:19 Research project |
|--|-----------------|--------------|-----------------|-----------------|-----------------|-------------------------------|-----------------|-----------------|--|
| 5 Optional from 35 only category related listed here | | | | | | | | | |
| Play Pedagogies/ Playwork Theory and Practice (main) | | | | | | | | | |
| Play and Child Development (main) | ✓ | | | ✓ | ✓ | ✓ | | | ✓ |
| Children's Rights and International modern/postmodern theory (sub section) | | | | | | | | | |
| Play and Learning Environment (sub section) | | | | | | | ✓ | | |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning Sub section) | | ✓ | ✓ | | | ✓ | | ✓ | ✓ |

3.4 Practitioner Qualifications

| |
|---|
| HNC in Early Education and Childcare at SCQF level 7 |
| SVQ 3 in Playwork at SCQF Level 7 |
| Social Services (Children and Young People) at SCQF 7 |
| The OU Dip He in Childhood Practice |
| SVQ Children's Care, Learning and Development at SCQF Level 7 |

Table 37. HNC in Early Education and Childcare at SCQF Level 7

HNC Early Education and Childcare consists of four mandatory units (48 SCQF credit points) and six optional units (48 SCQF credit points).

| Mandatory units | DF4Y 34 7:24 | F3S4 34 7:8 | F3S9 34 7:8 | F290 34 7:8 |
|--|--|--|---|---|
| | Working in an Early Education and Childcare Setting | Children and Young People's Rights: Provision, Protection and Participation | Theoretical Approaches to Development and Learning | Early Education and Childcare: Graded Unit 1 |
| Play Pedagogies/ Playwork Theory and Practice (main) | ✓ | | ✓ | ✓ |
| Play and Child Development (main) | ✓ | | ✓ | ✓ |
| Children's Rights and International modern/postmodern theory (sub section) | ✓ | ✓ | ✓ | ✓ |
| Play and Learning Environment (sub section) | ✓ | | ✓ | ✓ |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning (Sub section) | ✓ | | | ✓ |

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HNC Early Education and Childcare consists of four mandatory Units (48 SCQF credit points) and six optional Units (48 SCQF credit points).

| Optional Units all 7:8 | DF5 5 34 | DF5 6 34 | F3S 3 34 | DF5 3 34 | DF5 7 34 | DE3 R 34 | DF5 8 34 | DH2 G 34 | DF5 9 34 | DF5 A 34 | DF5 C 34 | DF5 D 34 | DE1 K 33 |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Play Pedagogies/ Playwork Theory and Practice (main) | | | | ✓ | | | | | | ✓ | ✓ | ✓ | |
| Play and Child Development (main) | | | ✓ | | | | | | ✓ | ✓ | ✓ | ✓ | |
| Children's Rights and International modern/postmodern theory (sub section) | ✓ | ✓ | ✓ | ✓ | | | | | | ✓ | ✓ | ✓ | |
| Play and Learning Environment (sub section) | ✓ | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning Sub section) | | | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | ✓ | |

Table 38. SVQ 3 in Play work at SCQF Level 7

| 5 Mandatory units | FT4M 04 7:14 | FT4P 04 7:12 | FT4R 04 * 7:9 | FT4T 04 8:17 | FT4V 04 8:17 |
|--|--|--|--|-------------------------------------|---------------------------------|
| | Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People | Develop and Maintain a Healthy, Safe and Secure Environment for Children | Develop and Promote Positive Relationships | Plan and Support Self-directed Play | Reflect on and Develop Practice |
| Play Pedagogies/ Playwork Theory and Practice (main) | ✓ | ✓ | ✓ | ✓ | ✓ |
| Play and Child Development (main) | ✓ | | | | |
| Children's Rights and International modern/postmodern theory (sub section) | ✓ | | | ✓ | |
| Play and Learning Environment (sub section) | ✓ | ✓ | | ✓ | |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning (Sub section) | | | | | |

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Optional Units: Candidates must complete 4 units from Group A and/or Group B

Group A: Candidates must complete from 2 to 4 units.

| Optional units | FT4W 04 6:10 | FT4X 04 7:10 | FT4Y 04 7:9 | FT50 04 6:10 | FT51 04 7:8 | FT52 04 8:11 | FT53 04 7:10 |
|--|-----------------------------|-----------------------------|------------------------|-------------------------|------------------------|-------------------------|-------------------------|
| Play Pedagogies/ Playwork Theory and Practice (main) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Play and Child Development (main) | | | ✓ | | | | |
| Children's Rights and International modern/postmodern theory (sub section) | | ✓ | | | | ✓ | |
| Play and Learning Environment (sub section) | | ✓ | | ✓ | | ✓ | ✓ |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning (Sub section) | | | | | | | ✓ |

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SVQ 3 in Playwork at SCQF Level 7 (continued)

Optional units: candidates must complete 4 units from Group A and/or Group B.

Group A: candidates must complete from 2 to 4 units; Group B up to 2 units

| Optional units | FT54 04 7:9 | FT55 04 7:11 | FT56 04 7:13 | FT57 04 * 8:11 | FT58 04 7:7 | | DR5F 04 7:11 | FM4Y 04 9:12 | FM53 04 8:11 | FD3K 04 7:14 |
|---|-------------------|--------------------|--------------------|----------------------|-------------------|----------------------|--------------------|--------------------|--------------------|--------------------|
| Play Pedagogies/ Playwork Theory and Practice (main) | ✓ | ✓ | ✓ | ✓ | ✓ | Group B * | ✓ | ✓ | ✓ | ✓ |
| Play and Child Development (main) | | ✓ | | | | | | | | |
| Children's Rights and International modern/postmodern theory (sub section) | ✓ | | | | | | | | | |
| Play and Learning Environment (sub section) | ✓ | ✓ | | | ✓ | | | | | |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning (Sub section) | | | | | | | | | | |
| | | | | | | | | | | |

Table 39. Analysis: Social Services (Children and Young People) at SCQF Level 7

| Mandatory units | H5LC 04 7:9 | H5LD 04 7:9 | H5LE 04 7:9 | H5LF 04 7:10 |
|--|---------------------------------|---|---|---|
| | Promote effective communication | Promote health, safety and security in the work setting | Develop your practice through reflection and learning | Promote the safeguarding of children and young people |
| Play Pedagogies/ Playwork Theory and Practice (main) | | | | |
| Play and Child Development (main) | | | | |
| Children's Rights and International modern/postmodern theory (sub section) | ✓ | ✓ | ✓ | ✓ |
| Play and Learning Environment (sub section) | | ✓ | | |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning (Sub section) | | | | |

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SVQ Social Services (Children and Young People) at SCQF Level 7

| Optional units (4 from 57)) Listed only those which mention play | H5L G 04 7:11 | H5L L 04 7:10 | H5M K 04 7:10 | H5L S 04 7:8 | H5L V 04 7:8 | DR9 3 04 8:17 | H5L W 04 7:8 | H5M 0 04 7:9 | H5M 1 04 7:8 | H5N 5 04 7:10 | H5L J 04 7:9 |
|---|------------------|------------------|------------------|-----------------|-----------------|------------------|-----------------|-----------------|-----------------|------------------|-----------------|
| Play Pedagogies/ Playwork Theory and Practice (main) | | | | | | ✓ | | | | | |
| Play and Child Development (main) | ✓ | | | ✓ | | | ✓ | ✓ | | ✓ | ✓ |
| Children's Rights and International modern/postmodern theory (sub section) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Play and Learning Environment (sub section) | | | | | ✓ | ✓ | | ✓ | | | |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning (Sub section) | | ✓ | ✓ | | | ✓ | | | ✓ | | |

Table 40. Analysis: The Open University Dip He in Childhood Practice (OU)

| Qualifications Modules) | E100 – The early years: developing practice 1:60 | E105 – Professional practice in the early years 1:60 | E210 – Extending professional practice in the early years stage 2 (60 credits) | Stage 2 study (120 credits) |
|--|--|--|--|----------------------------------|
| Evaluation | | | | Can choose any (optional) |
| Play Pedagogies/ Playwork Theory and Practice (main) | | ✓ | ✓ | ✓ |
| Play and Child Development (main) | ✓ | ✓ | ✓ | ✓ |
| Children’s Rights and International modern/postmodern theory (sub section) | ✓ | ✓ | ✓ | ✓ |
| Play and Learning Environment (sub section) | ✓ | ✓ | ✓ | ✓ |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning (sub section) | ✓ | ✓ | ✓ | ✓ |

Table 41. Analysis: SVQ 3 Children's care, Learning and Development at SCQF Level 7 (phased out)

| 5 Mandatory units | DR79 04 9:7 Develop and promote positive relationships | DR77 04 11: 7 Develop and maintain a healthy, safe and secure environment for children | DT0D 04 16: 7 Promote children's development | DT0W 04 17:8 Reflect on and develop practice | DT4M 04 12: 7 Protect and promote children's rights |
|--|--|--|--|--|---|
| Play Pedagogies/ Playwork Theory and Practice (main) | | | | | |
| Play and Child Development (main) | | | ✓ | | |
| Children's Rights and International modern/postmodern theory (sub section) | | | | | ✓ |
| Play and Learning Environment (sub section) | ✓ | ✓ | | | |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning (Sub section) | | | | | |

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Optional Units – Candidates must select two options from option group 1, and 2 from option group 1 or 2 Option Group 1 NB there were over 35 optional units this is just a selection of typical units under the categories

SVQ3 Children's Care, Learning and Development at SCQF Level 7

| Optional Units | DR8Y 04 13: 7 | DT0F 04 13:7 | DR8M 04 11: 7 | DR8T 04 13:7 | FD5V 04 17: 8 | DT0H 04 7: 8 | DR5D 04 9: 7 | DT1G 04 13: 7 |
|--|------------------------------|-----------------------------|------------------------------|-----------------------------|------------------------------|-----------------------------|-----------------------------|------------------------------|
| Play Pedagogies/ Playwork Theory and Practice (main) | | | | | ✓ | | | |
| Play and Child Development (main) | | ✓ | | ✓ | | ✓ | | |
| Children's Rights and International modern/postmodern theory (sub section) | | | | | | | | |
| Play and Learning Environment (sub section) | ✓ | | | ✓ | | | ✓ | |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning Sub section) | | ✓ | ✓ | | | | | ✓ |

3.4 Support Worker Qualifications

| |
|---|
| NC in Early Education and Childcare at SCQF Level 6 |
| SVQ Social Services (Children and Young People) at SCQF Level 6 |
| SVQ 2 Playwork at SCQF Level 6 |
| SVQ 2 Children's Care, Learning and Development at SCQF Level 5 |
| HNC Additional Support Needs (Supporting the Individual) |
| National Progression Award Playwork and Child Care |
| The Early Years Developing Practice (The OU module E100) - see OU Dip He Childhood Practice |
| PDA in Education Support Assistance at SCQF Level 6 |

Table 42. Analysis: NC Early Education and Childcare at SCQF Level 6

| 7 Mandatory units | DM3X 12 6:6 | DM5L 12 6:6 | DM5M 12 6:12 | DM3Y 12 6:6 | DM40 12 6:6 | DM41 12 6:6 | DM42 12 6:6 |
|--|--------------------------------------|--|---|---|-------------------------------------|--|---|
| | Child Development: Birth to 12 Years | Developing an Understanding of Working with Children | Developing An Understanding of Working with Children: Workplace Experience (Higher) | Developmental Theory in Early Education and Childcare | Holistic Approaches to Child Health | Play in Early Education and Childcare (Higher) | Creative and Aesthetic Experiences for Children |
| Play Pedagogies/ Playwork Theory and Practice (main) | | ✓ | | | | ✓ | ✓ |
| Play and Child Development (main) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Children's Rights and International modern/postmodern theory (sub section) | | ✓ | | | | | |
| Play and Learning Environment (sub section) | | | | | | | ✓ |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning | | | | | | ✓ | ✓ |

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| | | | | | | | |
|----------------|--|--|--|--|--|--|--|
| (Sub section) | | | | | | | |
|----------------|--|--|--|--|--|--|--|

NC Early Education and Childcare

OPTIONAL UNITS- THERE ARE 22 UNITS TO CHOOSE FROM ONLY INCLUDED HERE ARE THE ONES THAT MENTION PLAY. CANDIDATES CHOOSE BETWEEN 2 AND 3 UNITS.

| Optional units | F19L 11 5:6 | DM5Y 11 5:6 | DM5N 12 6:12 | X06L 12 6:6 | DM66 12 6:6 | DM67 12 6:6 | DM65 11 6:5 | DM64 12 6:6 | DM63 12 6:6 | DM68 12 6:6 | DM69 12 6:6 |
|---|----------------|----------------|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Play Pedagogies/ Playwork Theory and Practice (main) | | | | ✓ | | | | | | ✓ | ✓ |
| Play and Child Development (main) | ✓ | | | ✓ | | | | | | | |
| Children's Rights and International modern/postmodern theory (sub section) | | | | | | | ✓ | | | | |
| Play and Learning Environment (sub section) | | | ✓ | ✓ | | | ✓ | | | | |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning (Sub section) | | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | | |

Table 43. Analysis: SVQ 2 Social Services (Children and Young People) at SCQF Level 6

| Mandatory units | H5KP 04 6:10 | H5NB 04 6:10 | H5L4 04 6:10 | H5L5 04 6:10 |
|--|---------------------------------|---|--------------------------------------|---|
| | Support effective communication | Support the health and safety of yourself and individuals | Support the safeguarding of children | Develop your own knowledge and practice |
| Play Pedagogies/ Playwork Theory and Practice (main) | | | | |
| Play and Child Development (main) | | | | |
| Children's Rights and International modern/postmodern theory (sub section) | ✓ | ✓ | ✓ | ✓ |
| Play and Learning Environment (sub section) | | ✓ | | |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning | | | | |

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| | | | | |
|--------------|--|--|--|--|
| Sub section) | | | | |
|--------------|--|--|--|--|

SVQ 2 Social Services (Children and Young People) at SCQF Level 6

| Optional units (2 from 8) | H5L6 04 6:10 | H5L7 04 6:9 | H5L8 04 6:9 | H5PB 04 6:9 | H5LA 04 6:11 | H5LB 04 6:9 | DT1E 04 6:15 | H5ML 04 6:9 |
|--|-------------------------|------------------------|------------------------|------------------------|-------------------------|------------------------|-------------------------|------------------------|
| Play Pedagogies/ Playwork Theory and Practice (main) | | | | | | | ✓ | |
| Play and Child Development (main) | ✓ | | ✓ | | ✓ | | | |
| Children's Rights and International modern/postmodern theory (sub section) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Play and Learning Environment (sub section) | | ✓ | ✓ | | | | ✓ | |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning (sub section) | ✓ | | ✓ | | | | | ✓ |

Table 44. Analysis: SVQ 2 Playwork at SCQF Level 6

| Mandatory units | F376 04 6:9 | F377 04 6:15 | F378 04 6:13 | F379 04 6:10 |
|--|--|--|---|---|
| | Support Relationships in the Play Environment | Work with Children and Young People to Create Play Spaces and Support Freely Chosed, Self-directed Play | Contribute to the Health, Safety, Security and Welfare of Children and Young People Using the Play Environment | Help to Improve Your Own Practice and the Work of Your Playwork Team |
| Play Pedagogies/ Playwork Theory and Practice (main) | ✓ | ✓ | ✓ | ✓ |
| Play and Child Development (main) | | ✓ | ✓ | |
| Children's Rights and International modern/postmodern theory (sub section) | ✓ | ✓ | | |
| Play and Learning Environment (sub section) | ✓ | ✓ | ✓ | |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning (Sub section) | | | | |

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SVQ 2 in Playwork at SCQF Level 6

| Optional units (2 from 9) | F37A 04 5:8 | F37B 04 7:14 | F37C 04 7:8 | F37D 04 7:15 | F37E 04 6:12 | F37F 04 7:11 | F37G 04 6:8 | F37H 04 6:13 | H552 04 6:10 |
|--|------------------------|-------------------------|------------------------|-------------------------|-------------------------|-------------------------|------------------------|-------------------------|-------------------------|
| Play Pedagogies/ Playwork Theory and Practice (main) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Play and Child Development (main) | | ✓ | | ✓ | | | | | |
| Children's Rights and International modern/postmodern theory (sub section) | | ✓ | | ✓ | | ✓ | | | |
| Play and Learning Environment (sub section) | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning (sub section) | | | | | | | | | |

Table 45. Analysis: SVQ 2 Children's Care, Learning and Development at SCQF Level 5

| 6 Mandatory units | DR5G 04 5:7 Contribute to positive relationships | DR8A 04 6:10 Help keep children safe | DT1H 04 4:9 Support children's development | DT1V 04 5:5 Use support to develop own practice in children's care, learning and development | DT09 04 5:8 Prepare and maintain environments to meet children's needs | DT1J 04 5:11 Support children's learning through play |
|--|---|---|---|---|---|--|
| Play Pedagogies/ Playwork Theory and Practice (main) | | | | | | |
| Play and Child Development (main) | | | ✓ | | | ✓ |
| Children's Rights and International modern/postmodern theory (sub section) | | | | | | |
| Play and Learning Environment | ✓ | | | | ✓ | |

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| | | | | | | |
|--|--|--|--|--|--|---|
| (sub section) | | | | | | |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning | | | | | | ✓ |
| Sub section) | | | | | | |

SVQ 2 Children's Care, Learning and Development at SCQF Level 5

| Choose 1 from 5 Optional Units | DT1R 04 5:8 | DT1A 04 5:7 | DT1E 04 6:15 |
|---|-------------|-------------|--------------|
| Play Pedagogies/ Playwork Theory and Practice (main) | | | ✓ |
| Play and Child Development (main) | ✓ | ✓ | |
| Children's Rights and International modern/postmodern theory (sub section) | | | ✓ |
| Play and Learning Environment (sub section) | | | ✓ |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning Sub section) | | | |

Table 46. Analysis: HNC Additional Support Needs (Supporting the individual)

| | | | | | | | |
|--------------------------|---|---|-------------------------------|---|---|--|---|
| 5 Mandatory units | F1VE 34 7:16 | F2C9 34 7:16 | F1TW 34 7:16 | F2CA 34 7:16 | F2CC 34 7:16 | Optional 2 or 3 from 12 | F1VH 34 7:16 |
|--------------------------|---|---|-------------------------------|---|---|--|---|

The above qualification did not meet any of the criteria.

Table 47. Analysis: National Progression Award (NPA) Playwork and Childcare

| 4 Mandatory units | F2CN 11 5:12 | F2CR 11 5:6 | F2CP 11 5:6 | F19L 11 5:6 |
|---|---|---|--|-------------------------------------|
| | Working with Children and Young People | Children and Young People: Rights and Protection | Children and Young People : The Process of Play | Child Development and Health |
| Play Pedagogies/ Playwork Theory and Practice (main) | ✓ | | ✓ | |
| Play and Child Development (main) | ✓ | | | ✓ |
| Children's Rights and International modern/postmodern theory (sub section) | ✓ | ✓ | | |
| Play and Learning Environment (sub section) | | | | |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning (Sub section) | | | | |

National Progression Award (NPA) Playwork and Childcare

| 5 Optional units (one to be chosen) | F2CS 11 5:6 | F2CV 11 5:6 | F2CT 11 5:6 | F2CW 11 5:6 | DM65 11 5:6 |
|---|------------------------|------------------------|------------------------|------------------------|------------------------|
| Play Pedagogies/ Playwork Theory and Practice (main) | ✓ | ✓ | ✓ | | |
| Play and Child Development (main) | | | | | ✓ |
| Children's Rights and International modern/postmodern theory (sub section) | | | | | ✓ |
| Play and Learning Environment(sub section) | | | | | |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning (Sub section) | | | | | |

Table 48. Professional Development Award (PDA) in Education Support Assistance at SCQF level 6

There are 5 mandatory units and two optional units- candidates can choose from 10 optional units. Only optional units which are linked to play/ children's rights are included here.

| 5 Mandatory units | F7HR 12 6:6 | F7HS 12 6:6 | F7HY 12 6:12 | F7HT 12 6:6 | F7HV 12 6:6 | 2 optio nal units (from 10) | F7HW 12 6:6 | DM 41 12 6:6 |
|---|---|---|--|---|---|--|-------------------|-----------------------|
| | Supporti ng the Develop ment of Children and Young People from Birth to Eighteen Years | Support ing the Behavi our of Childre n and Young People | Support ing Childre n and Young People in an Educati onal Setting | Support ing Childre n and Young People who require Additio nal Support for Learnin g | Professi onal practice in an educati onal setting | | | |
| Play Pedagogies/ Playwork Theory and Practice (main) | | | | | | | | ✓ |
| Play and Child Development (main) | ✓ | ✓ | | | | | | ✓ |
| Children's Rights and | | | ✓ | ✓ | | | ✓ | ✓ |

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| | | | | | | | | |
|---|--|--|--|---|---|--|--|---|
| International modern/post modern theory (sub section) | | | | | | | | |
| Play and Learning – Creativity, curriculum, Active Learning / digital learning (Sub section) | | | | ✓ | ✓ | | | ✓ |

5. EDUCATION SCOTLAND ONLINE RESOURCES

Table 49. Education Scotland Website Sample Resources: Active learning (Hyperlinks)

Overall 2885 results for search "Active Learning" 26 October 2014

| Sector | Curriculum areas | Key theme | Content type |
|--|--|---|--|
| Community learning and development (225) | Classical languages (10) | Active learning (111) | Advice and information (403) |
| Early Years (318) | Expressive arts (63) | Additional support needs (34) | Continuing professional development (13) |
| Primary (699) | Gaelic (4) | Assessment (72) | LTS Events (14) |
| Secondary (995) | Health and wellbeing (151) | Citizenship (45) | Learning and teaching resource (559) |
| Special education (88) | Languages (3) | Creativity (2) | News (83) |
| | Literacy and English (29) | Enterprise (80) | Planning tools (4) |
| | Literacy and Gaidhlig (11) | ICT in learning (16) | Policy and guidance (43) |
| | Mathematics (68) | Inclusive education (34) | Research (48) |

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| | | | |
|--|--|--|--|
| | Modern languages (37) | Outdoor learning (174) | Sharing practice (172) |
| | Religious and moral education (27) | Parental involvement (47) | |
| | Sciences (105) | Partnership working (53) | |
| | Social studies (78) | Sustainable development (47) | |
| | Technologies (53) | | |

<http://www.educationscotland.gov.uk>

Interestingly, “Active Learning” has the most “hits” under the secondary school sector (995), Health and Wellbeing in the Curriculum areas (151), Outdoor Learning (174) in themes, and Learning and Teaching Resource (559) in content type.

**Table 50. Education Scotland Website Sample Resources: Search "Play"
(Hyperlinks)**

Overall Results: 1001 26 October 2014

| Sector | Curriculum Areas | Key Theme | Content Type |
|---|---|--|---|
| Community learning and development (64) | Classical languages (2) | Active learning (15) | Advice and information (189) |
| Early Years (237) | Expressive arts (107) | Additional support needs (8) | Continuing professional development (1) |
| Primary (346) | Gaelic (8) | Assessment (12) | LTS Events (2) |
| Secondary (450) | Health and wellbeing (33) | Citizenship (8) | Learning and teaching resource (144) |
| Special education (24) | Languages (1) | Creativity (5) | News (58) |
| | Literacy and English (17) | Enterprise (9) | Planning tools (1) |
| | Literacy and Gaidhlig (5) | ICT in learning (10) | Policy and guidance (22) |
| | Mathematics (16) | Inclusive | Research (18) |

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| | | | |
|--|--|---|---------------------------------------|
| | | education (9) | |
| | Modern languages (42) | Outdoor learning (43) | Sharing practice (46) |
| | Religious and moral education (17) | Parental involvement (29) | |
| | Sciences (19) | Partnership working (12) | |
| | Social studies (18) | Sustainable development (7) | |
| | Technologies (19) | | |

<http://www.educationscotland.gov.uk> For “Play” “Secondary Education” has the most hits (450) – however, this is also because “play” as in drama/literature resources also come up here; reflected in the “Expressive Arts” (107) curriculum areas. Outdoor Learning, again, is the leading theme (43) but leading content is advice and information (189), although again substantial learning and teaching resources (144).

Table. 51 Education Scotland Website Sample Early Years/ Play Resources (Hyperlinks)

| |
|---|
| Development of creativity through play at Ballogie Nursery |
| Ballogie Nursery shows how exploration and curiosity is harnessed in their nursery learners, and how excellent planning followed by a hands off appoa... |
| Outdoor play |
| Staff in a nursery share how they develop children's literacy skills in relevant and meaningful contexts using outdoor play. |
| Active learning in mathematics |
| Learn how one school motivates children to learn in mathematics through active approaches. |
| Excellent learning through independent play: Cowgate Nursery |
| Cowgate Nursery and under-5s Education Centre has developed new practices which allow its young pupils to experiment with and explore their learning w... |
| Building good foundations for learning: Garshake Nursery |
| One nursery school has developed a strong focus on stages of development, promoting sensory and play-based learning. See how their holistic approach t... |
| Nursery home partnership: Jigsaw Nursery |
| See how this nursery has developed an inclusive and holistic approach which encourages |

| |
|---|
| collabor |
| Literacy skills through play |
| Explore this nursery's provision of education for learners who may have dyslexia by using early intervention strategies. Explore Andrew B Cameron nurs... |
| Involvement for open learning: Springvale Nursery Centre |
| Find out how this nursery school involves parents in their children's development, promotes community involvement and builds social and parenting skil... |
| Outdoor play: Kirkliston Nursery School |
| Watch active learning outdoors being promoted within a nursery school. Staff and parents describe the outdoor facilities and the importance of outdoor... |
| Enriching the learning |
| Staff at this nursery for children with additional support needs use role play, outdoor learning and ICT to develop creativity. Find out how this help... |
| Learning through imaginative play |
| Find out how this nursery school engages children through rich, motivating and exciting learning opportunities. Staff develop the use of multi-sensory... |

6. Information on Universities and Standard for Childhood Practice

Table 52. Web Links to Childhood Practice & Teacher Training Courses at Scottish Universities

| |
|--|
| UNIVERSITY OF ABERDEEN |
| University of Aberdeen (n. d.). <i>BA Childhood Practice</i> , [online] http://www.abdn.ac.uk/education/degrees-programmes/ba-in-childhood-practice-426.php [Accessed 27th October 2014]. |
| University of Aberdeen (2013). <i>BACP Course Handbook</i> , [online] http://abdn.ac.uk/ecec/uploads/files/BACP%20Programme%20Handbook%20Jan%202014_1.pdf?S34313632=e85122b90da8ba129e2d91f3b6fe5d0e [Accessed 14 September 2014]. |
| University of Aberdeen (n. d.). <i>Undergraduate Education Primary</i> , [online] http://www.abdn.ac.uk/study/courses/undergraduate/education/primary/ [Accessed 27th October 2014]. |
| University of Aberdeen (n. d.). <i>PGDE Primary</i> , [online] http://www.abdn.ac.uk/study/courses/postgraduate/taught/primary [Accessed 27th October 2014]. |
| University of Aberdeen (n. d.). <i>PGDE Secondary</i> , [online] http://www.abdn.ac.uk/study/courses/postgraduate/taught/secondary [Accessed 27th October 2014]. |
| UNIVERSITY OF DUNDEE |
| University of Dundee (n. d.). <i>BA Childhood Practice</i> , [online] http://www.dundee.ac.uk/admissions/distance_learning/courses/childhood_practice_ba.htm?ug_prospectus2 [Accessed 21 September 2014]. |
| University of Dundee (n. d.). <i>Education MA (Hons)</i> , [online] http://www.dundee.ac.uk/study/ug/education/ [Accessed 23 September 2014]. |
| University of Dundee (n. d.). <i>Education MEd</i> , [online] http://www.dundee.ac.uk/study/pg/education/ [Accessed 23rd September 2014]. |
| University of Dundee (n. d.). <i>PGDE Secondary</i> , [online] http://www.dundee.ac.uk/study/pg/secondaryeducation/ [Accessed 21 September 2014]. |

| |
|---|
| 2014]. |
| UNIVERSITY OF EDINBURGH |
| University of Edinburgh (2014). <i>Childhood Practice</i> , [online] http://www.ed.ac.uk/polopoly_fs/1.44181!/fileManager/Childhood-Practice.pdf [Accessed 11 September 2014]. |
| University of Edinburgh (n. d.). <i>PGDE Primary and Secondary</i> [online] http://www.ed.ac.uk/schools-departments/education/pgde/overview [Accessed 20th October 2014]. |
| University of Edinburgh (n. d.). <i>Undergraduate Primary Education</i> , [online] http://www.ed.ac.uk/schools-departments/education/undergraduate/degree-programmes/primary-educ [Accessed 19th September 2014]. |
| UNIVERSITY OF GLASGOW |
| University of Glasgow (n. d.). <i>Childhood Practice</i> , [online] http://www.gla.ac.uk/undergraduate/degrees/childhoodpractice/ [Accessed 12 September 2014]. |
| University of Glasgow (n. d.). <i>Education with Teaching Primary</i> , [online] http://www.gla.ac.uk/undergraduate/degrees/education/ [Accessed 20th October 2014]. |
| University of Glasgow (n. d.). <i>PGDE Primary and Secondary</i> , [online] http://www.gla.ac.uk/postgraduate/taught/educationprimarysecondary/ [Accessed 20th October 2014]. |
| UNIVERSITY OF THE HIGHLAND AND ISLANDS (UHI) |
| University of the Highland and Islands (n. d.). <i>Childhood Practice BA (Hons)</i> , [online] http://www.uhi.ac.uk/en/courses/ba-hons-childhood-practice [Accessed 1 October 2014]. |
| University of the Highland and Islands (n. d.). <i>PGDE Primary</i> , [online] http://www.uhi.ac.uk/en/courses/pgde-primary-teaching [Accessed 1 October 2014]. |
| UNIVERSITY OF STIRLING |
| University of Stirling (n. d.). <i>Primary Education</i> , [online] |

| |
|---|
| <p>http://www.stir.ac.uk/undergraduate-study/course-information/courses-a-to-z/school-of-education/education-primary/ [Accessed 20 October 2014].</p> |
| <p>University of Stirling (n. d.). <i>Professional Enquiry Education</i>, [online] http://www.stir.ac.uk/postgraduate/programme-information/prospectus/education/professional-enquiry/ [Accessed 27 October 2014].</p> |
| <p>UNIVERSITY OF STRATHCLYDE</p> |
| <p>University of Strathclyde (n. d.). <i>BA Childhood Practice</i>, [online] http://www.strath.ac.uk/courses/undergraduate/childhoodpractice/ [Accessed 23 September 2014].</p> |
| <p>University of Strathclyde (n. d.). <i>Undergraduate Primary Education</i>, [online] http://www.strath.ac.uk/courses/undergraduate/primaryeducation/ [Accessed 20 October 2014].</p> |
| <p>University of Strathclyde (n. d.). <i>Early Years Pedagogue</i>, [online] http://www.strath.ac.uk/courses/postgraduatetaught/earlyyearspedagogue/ [Accessed 20 October 2014].</p> |
| <p>University of Strathclyde (n. d.). <i>MSC Advanced Residential Childcare</i>, [online] http://www.strath.ac.uk/humanities/courses/socialwork/courses/mscinadvancedresidentialchildcare/ [Accessed 20 October 2014].</p> |
| <p>University of Strathclyde (n. d.). <i>PGDE Primary Education</i>, [online] http://www.strath.ac.uk/courses/postgraduatetaught/primaryeducation/ [Accessed 20 October 2014].</p> |
| <p>University of Strathclyde (n. d.). <i>PGDE Secondary Education</i>, [online] http://www.strath.ac.uk/courses/postgraduatetaught/secondaryeducation/ [Accessed 20 October 2014].</p> |
| <p>UNIVERSITY OF THE WEST OF SCOTLAND (UWS)</p> |
| <p>University of the West of Scotland (n. d.). <i>Childhood Practice</i>, [online] http://www.uws.ac.uk/special_2_years/childhood_practice_(pt)/ [Accessed 14 September 2014].</p> |
| <p>University of the West of Scotland (n. d.). <i>BA (Hons) Education</i>, [online] http://www.uws.ac.uk/special_4_years/education/ [Accessed 14 September 2014].</p> |

University of the West of Scotland (n. d.). *PGDE Primary*, [online] [http://www.uws.ac.uk/special_1_year/professional_graduate_diploma_in_education_\(primary\)/](http://www.uws.ac.uk/special_1_year/professional_graduate_diploma_in_education_(primary)/) [Accessed 14 September 2014].

University of the West of Scotland (n. d.). *PGDE Secondary*, [online], [http://www.uws.ac.uk/special_1_year/professional_graduate_diploma_in_education_\(secondary\)/](http://www.uws.ac.uk/special_1_year/professional_graduate_diploma_in_education_(secondary)/) [Accessed 14 September 2014].

TABLE 53: Standard for Childhood Practice extracts

| |
|--|
| <p>Extracted Specific Benchmark Statements, numbered statements are elements, with the demonstrated features listed underneath</p> <p>(QAA, 2007, pp 11 -14, 16-17)</p> |
| <p>2 Professional values and personal commitment</p> |
| <p>2.1 Managers/lead practitioners value and demonstrate a commitment to inclusion, diversity, social justice, anti-discrimination, and protecting and caring for children. They:</p> |
| <p>respect and value children as unique, whole individuals and their right to participate and be consulted</p> |
| <p>have high expectations for all children and a commitment to ensuring that they can achieve their full potential</p> |
| <p>respect the rights of all children without discrimination as defined in the United Nations Convention on the Rights of the Child (1991), the Children (Scotland) Act 1995 and the National Care Standards for Early Education and Childcare up to the age of 16 (2005)</p> |
| <p>have a commitment to promoting and supporting the Protecting Children and Young People: Framework for Standards</p> |
| <p>value and promote fairness and justice and adopt anti-discriminatory practices</p> |
| <p>safeguard the children in their charge and promote and support their well-being and development</p> |
| <p>3 Professional knowledge and understanding</p> <p>Children and childhoods</p> |
| <p>3.1 Managers/lead practitioners have a broad and balanced knowledge and understanding of children and childhoods, which underpins their practice and is used to inform their leadership of others. They:</p> |
| <p>demonstrate a critical understanding of how childhood is conceptualised and experienced in today's society by drawing on a range of theoretical disciplines including sociology, social policy and psychology</p> |
| <p>are able to analyse and critically evaluate the contribution of parents and carers, families and communities to children's childhoods and the contribution of children themselves</p> |
| <p>can draw on different disciplines and different theoretical perspectives to inform and challenge their understanding of concepts such as childcare and playwork and the blurring of boundaries between care, education, health, social welfare and play in a changing society</p> |

| |
|---|
| have a critical understanding of children's personal, social and emotional development and know how to use it to support children's wellbeing and development |
| have a critical understanding of children as thinkers and active learners and can link this to decisions about provision |
| demonstrate an understanding of the concepts and models of health relevant for work with children and their families |
| Frameworks and programmes |
| 3.2 Managers/lead practitioners have a critical understanding of the content of relevant organisational frameworks and statements of principles for supporting and enabling play, learning opportunities and experiences. They: |
| demonstrate secure knowledge, understanding and practical skill in relation to the content of a range of organisational frameworks used by the service for supporting play and learning |
| know how to select, prepare, and use a range of resources to engage, support, stimulate and challenge children and to meet/match their needs |
| know how to plan and provide safe and appropriate child lead and adult initiated experiences, activities and play opportunities in indoor, outdoor and out of setting spaces, which enable children to develop and learn |
| have detailed knowledge of how to make effective personalised provision for children taking account of their ages, interests and abilities and of respect for diversity, promoting equality and inclusion |
| can identify the range of influences and transitions within a play space or setting which affect children and their behaviour and link these to appropriate strategies to underpin policy and practice |
| 3.3 Managers/lead practitioners have a critical understanding of the theories and principles required to analyse and critically evaluate the programmes provided by the service. They: |
| demonstrate an in depth knowledge and understanding of methods and underlying theories and are able to justify the content of programmes in relation to their relevance for children's development |
| know how to evaluate and further develop programmes in order to maximise the opportunities for effective engagement by children. |
| 4 Professional skills and abilities |
| Supporting play, learning opportunities and experiences |
| 4.1 Managers/lead practitioners coordinate and lead the provision of environments that are |

| |
|--|
| safe, secure, caring and nurturing, and inclusive. They: |
| provide environments and play spaces that are comfortable, welcoming and accessible to each child and her/his family and promote children's well-being and development |
| develop policies and practices to provide a safe, secure environment for each child which meet all regulatory requirements and where each child can develop skills and knowledge to keep him/her safe |
| understand and carry out responsibilities in relation to child protection by having procedures for child protection in place that are understood and implemented by all staff and by having an ethos of trust where staff feel confident and supported in raising concerns about child protection issues |
| Establish and maintain relationships with other agencies and ensure that workers understand their responsibilities and arrangements for liaising with other agencies when appropriate. |
| 4.2 Managers/lead practitioners lead and support the development of positive and caring relationships with each child and family. They: |
| enable good relationships to be established with each child and family, and build the ethos of the service around respect for and commitment to each child and family, workers, other colleagues and visitors |
| encourage workers to listen and pay attention to what children communicate, value and respect their views, and provide them with opportunities to express their views and make decisions |
| support sensitive and effective communication with all children |
| demonstrate the values, attitudes and behaviour expected from children |
| create environments and play spaces where relationships with each child are positive and affirming and each child's confidence and resilience is promoted |
| provide opportunities for children to develop positive and supportive relationships with each other. |
| 4.3 Managers/lead practitioners coordinate and lead the provision of balanced and flexible programmes that support play and learning opportunities and encourage children to be healthy, active and achieving. They: |
| plan, implement and justify balanced and flexible programmes that provide enriching learning experiences and promote children's play, learning and development, using national and local guidelines |

| |
|--|
| promote children's active participation in programmes and their planning |
| develop and make available resources to support programmes and their ongoing development |
| demonstrate the continuous development of an environment to meet the needs of each child, informed by how children develop and learn and with a clear understanding of possible next steps in development and learning |
| provide opportunities for sustained shared thinking with children and support the development of children's language and communication skills |
| enable constructive and sensitive feedback to and from children to help them understand the process of their learning, what they have achieved and what they could do next |
| demonstrate that they can develop strategies to promote children's positive behaviour, self control and independence. |
| 4.4 Managers/lead practitioners coordinate and support the tracking of children's progress and the planning and management of transitions. They: |
| develop and implement relevant ethical procedures for using observation and other strategies to document and record children's experiences, development and progress; enable children to participate and contribute |
| use the information gained from observation and other strategies to inform planning and to improve and develop practice |
| have procedures in place for producing reports on each child's achievements and progress for others, including parents and other professionals, in line with national and local guidance |
| critically evaluate different models of assessment, recording and reporting |
| identify and coordinate support for children whose progress is affected by changes or difficulties in their personal circumstances and know when to refer them to colleagues for specialist help |
| enable children's planned and managed transitions within and between settings, providing relevant information to children and families and working with other services as appropriate |
| establish good links with services that children move from and to. |

7. Training Providers and Training Courses

The following information has been taken directly from the responses from the survey- not all questionnaires were fully completed. The following information provides contacts details of the play training providers as well as the courses.

Table 54. Training Providers and Training Courses

| | |
|--|--|
| Training Provider | Aberdeen Play Forum |
| Website | www.aberdeenplayforum.com |
| Contact | |
| Geographical Areas of operation | Aberdeen & Aberdeenshire |
| Training Session/Course Title | Positive Play Training |
| Length of training session/course | 3 days |
| Main target audience | PSAs |
| Covered in the training sessions | UNCRC; Article 31; General Comment Article 31; National Play Strategy; Inclusive Play |
| Is your training course accredited by SQA? | Possibly in the future |
| Brief description of training session/course contents. | Definition of play; Benefits of Play & consequences of play deprivation; Play Theories; Playwork Principles; Loose Parts Play; Risk Benefit assessments; What makes a good play worker |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Course is for PSAs however teachers, childcare practitioners and play workers would benefit. |
| Why/how do you think they would benefit from this training session/course? | Provides in-depth knowledge of play and play theories. |
| | |
| Training Session/Course Title | Introduction to Play |
| Length of training session/course | 2 hours |

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| | |
|--|---|
| Main target audience | Childcare Practitioners and Play Workers |
| Covered in the training sessions | UNCRC; Article 31; General Comment Article 31; National Play Strategy; Inclusive Play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | Brief introduction to play and its benefits (plus consequences of play deprivation); Introduction to Loose Parts Play; Risk benefit assessment; Practical session using loose parts |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Education staff, and other professionals working with children and young people |
| Why/how do you think they would benefit from this training session/course? | Provides introduction to play and practical advice/guidance on facilitating play. |

| | |
|--|---|
| Training Session/Course Title | Play Theories |
| Length of training session/course | 2 hours |
| Main target audience | Childcare Practitioners and Play Workers |
| Covered in the training sessions | UNCRC; Article 31; National Play Strategy; Inclusive Play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | Introduction to main play theories and how they impact on their work with children and young people |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Don't know |
| If you answered 'yes' to the previous question, who do you think these professionals are? | |
| Why/how do you think they would benefit from this training session/course? | |

**Learning About Play, Executive Summary: Audain and Shoolbread
Scotland's Play Strategy Implementation Group**

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| Training Session/Course Title | Loose Parts Play Workshops |
| Length of training session/course | 1 hour |
| Main target audience | Childcare Practitioners and Play Workers |
| Covered in the training sessions | UNCRC; article 31; General Comment Article 31; National Play Strategy; Inclusive Play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | Introduction to loose parts play; Practical session using loose parts |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | |
| If you answered 'yes' to the previous question, who do you think these professionals are? | No |
| Why/how do you think they would benefit from this training session/course? | |
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| Training Session/Course Title | Den Building Workshop |
| Length of training session/course | 1 hour |
| Main target audience | Childcare Practitioners and Play Workers |
| Covered in the training sessions | |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | Practical workshop to develop den building skills/confidence to lead den building with children. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | |
| If you answered 'yes' to the previous question, who do you think these professionals are? | |

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| Why/how do you think they would benefit from this training session/course? | |
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| Training Provider | Access to Employment |
| Website | |
| Contact | dmccarrell@acctoemp.org.uk |
| Geographical Areas of operation | South Ayrshire only |
| Training Session/Course Title | Play |
| Length of training session/course | Full Day |
| Main target audience | Modern Apprentice 16-19 year olds |
| Covered in the training sessions | UNCRC; General Comment Article 31; GIRFEC/SHANARRI; Inclusive Play |
| Is your training course accredited by SQA? | Yes |
| Brief description of training session/course contents. | SVQ Playwork level 2 & 3 |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Play leaders within ASC provision |
| If you answered 'yes' to the previous question, who do you think these professionals are? | |
| Why/how do you think they would benefit from this training session/course? | |

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| Training Provider | Capability Scotland |
| Website | www.capability-scotland.org.uk |
| Contact | lauren.haw@capability-scotland.org.uk |
| Geographical Areas of operation | Across Scotland |

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| Training Session/Course Title | Everybody In - Inclusive Play Training |
| Length of training session/course | 3 hours |
| Main target audience | Mainstream childcare workers |
| Covered in the training sessions | UNCRC; Article 31; GIRFEC/SHANARRI; Inclusive play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | Everybody In! is Inclusive Play Training designed for mainstream childcare and play settings and explains how to be inclusive towards children with Additional Support Needs in their setting. It covers applicable legislation, what Additional Support Needs are, how we can be more inclusive and how to overcome barriers to inclusion. We also discuss how to work with parents, other professionals and different communication strategies we can use to be more inclusive. The course also covers a basic introduction to Autism and Cerebral Palsy and includes scenarios for the participants to discuss. Participants receive a free playbag full of everyday resources which can be used to support children with ASN, a resource pack where they can find information regarding other sources of support and also a participants pack which can be taken back to the setting and shared with other staff members. All Together Now is designed for and aimed towards children from pre school age onwards, over 4 short sessions we lead specific activities which promote disability awareness and discuss with children how we can be more inclusive towards children with ASN. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | No |
| If you answered 'yes' to the previous question, who do you think these professionals are? | |
| Why/how do you think they would benefit from this training session/course? | |
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| Training Session/Course Title | All Together Now |
| Length of training session/course | 4 half an hour sessions |
| Main target audience | Pre School Children up to teenagers |
| Covered in the training sessions | Inclusive play. |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | All Together Now is aimed at children, We carry out 4 short sessions which involve activities which promote disability awareness and help children understand how they can be inclusive towards their peers. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes. |
| If you answered 'yes' to the previous question, who do you think these professionals are? | I feel Nursery and other childcare staff, possibly even school learning assistants/teachers. |
| Why/how do you think they would benefit from this training session/course? | I feel if these staff could carry out sessions with children it will create a more inclusive environment and a more positive attitude towards disability in society, if children are being taught about inclusion from a young age they will carry this on throughout their life. |

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| Training Provider | Play Development, City of Edinburgh Council |
| Website | www.edinburgh.gov.uk/playdevelopment |
| Contact | cf.play@edinburgh.gov.uk |
| Geographical Areas of operation | The city of Edinburgh, although some events are open to partners in other local authorities. |
| Training Session/Course Title | Introductory Loose Parts Play Training |
| Length of training session/course | Full day |
| Main target audience | School staff, authority wide or in individual schools |
| Covered in the training sessions | Article 31; General Comment Article 31; National Play Strategy; Inclusive Play |

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| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | Introduction to play - play memories Risk line Build a den Loose Parts Play theory Problem solving Dynamic Risk Assessment Revisit the Risk line. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Works best if the whole school establishment takes part (Head, Teachers, Support and Janitorial staff). |
| Why/how do you think they would benefit from this training session/course? | So there can be a consistent approach to children and not contradictions. |

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| Training Provider | Care and Learning Alliance (CALA) |
| Website | www.careandlearningalliance.co.uk |
| Contact | info@careandlearningalliance.co.uk |
| Geographical Areas of operation | Mainly in Highland & Moray to date. Some of our training is now being made available across Scotland. |
| Training Session/Course Title | BHF Active Club |
| Length of training session/course | 2 hour session |
| Main target audience | Out of School Care staff |
| Covered in the training sessions | UNCRC; UNCRC Article 31; General Comment Article 31; National Play Strategy; GIRFEC/SHANARRI; Inclusive Play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | A short, practical session dipping into the current pack to promote active play, health and well being highlighting key aspects linked to local and national guidance and policy. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of | Don't know |

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| benefit? | |
| If you answered 'yes' to the previous question, who do you think these professionals are? | |
| Why/how do you think they would benefit from this training session/course? | |
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| Training Session/Course Title | Play into Practice |
| Length of training session/course | 10 am - 4 pm one day per week over 5 consecutive weeks |
| Main target audience | New or unqualified Out of School Care practitioners. |
| Covered in the training sessions | UNCRC; UNCRC Article 31; General Comment Article 31; National Play Strategy; GIRFEC/SHANARRI; Inclusive Play |
| Is your training course accredited by SQA? | Yes |
| Brief description of training session/course contents. | A foundation course looking at theory and practical application of aspects of play work through tutor presentation, group discussion and practical workshops (outdoors where practical). The course has the NC unit: Children and Young People the Process of Play embedded. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Unqualified Play workers |
| Why/how do you think they would benefit from this training session/course? | The course provides a foundation in playwork, provides an introduction local and national policy, guidance and practice in relation to play, children's rights to enhance knowledge, confidence and practice and is a useful stepping stone into further study. |

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| Training Session/Course Title | Risky Play |
| Length of training session/course | 2 hours |
| Main target audience | EY and OSC staff |
| Covered in the training sessions | UNCRC; UNCRC Article 31; National Play Strategy; GIRFEC/SHANARRI; Inclusive Play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | The workshop reinforces the importance of providing stimulating and challenging play opportunities for children. Highlights the benefits of play than involves an element of risk in a well-managed, supervised environment and develops practitioner confidence in risk benefit analysis. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Don't know |
| If you answered 'yes' to the previous question, who do you think these professionals are? | |
| Why/how do you think they would benefit from this training session/course? | |
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| Training Session/Course Title | Risk Assessment for childcare providers |
| Length of training session/course | 2 hours |
| Main target audience | Staff working in childcare 0 – 16. |
| Covered in the training sessions | UNCRC; UNCRC Article 31; GIRFEC/SHANARRI; Inclusive Play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Don't know |

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| If you answered 'yes' to the previous question, who do you think these professionals are? | |
| Why/how do you think they would benefit from this training session/course? | |
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| Training Session/Course Title | Messy play |
| Length of training session/course | 2 hours |
| Main target audience | Parents or practitioners working with children 0 – 5s and 3 - 12 years (adapted to suit) |
| Covered in the training sessions | UNCRC; UNCRC Article 31; General Comment Article 31; National Play Strategy; GIRFEC/SHANARRI; Inclusive Play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | A practical training exploring theory related to sensory learning, benefits and examples from practice indoors and out. Workshop includes practical, hands on experiences. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Don't know |
| If you answered 'yes' to the previous question, who do you think these professionals are? | |
| Why/how do you think they would benefit from this training session/course? | |

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| Training Provider | Creative STAR Learning Company |
| Website | http://creativestarning.co.uk |
| Contact | info@creativestarning.co.uk |
| Geographical Areas of operation | Across Scotland |

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| Training Session/Course Title | BESPOKE COURSES I run lots of different courses and almost all bespoke! So I don't actually have a standardised training session. |
| Length of training session/course | Twilight/half day/full day |
| Main target audience | School staff in primary schools and early years & childcare settings. Predominantly during school hours rather than out of school provision. |
| Covered in the training sessions | UNCRC; Article 31; General Comment on Article 31; National Play Strategy; GIRFEC/SHANARRI; Inclusive play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | I run courses for school staff - mainly primary schools and early years & childcare settings where play is not the main focus but one aspect of the training. Valuing play is one of my golden principles of learning so it underpins much of my approach. As from August 2013, the GTCS standards include specific reference to Learning for Sustainability. Where relevant I talk about the research and flag up the need for children to have frequent free play experiences in natural settings such as local greenspace as well as a naturalised school ground. Without this, children are less likely to grow into adults who will take pro-environmental action. Playing in trees precedes saving trees. We will only save what we love. We will only love if there are opportunities for deep personal connections to be made which requires time and space. I feel it is important to highlight to schools the positive impact of free play and the contribution of play to almost all aspects of school's ethos, priorities and developments. We look at how children's needs can be met (and reference GIRFEC- SHANARRI) through quality play provision and what this can look like. Here's some examples from the past year: Outdoor literacy where free play is discussed in the context of developing children's talking and listening skills through informal approaches. General learning outdoors - where the value of playtimes is highlighted and the need for children to play for the sake of it. Developing school grounds - a whole school approach which is participative. We look at how |

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| | <p>the grounds is used formally, informally, out of hours and also by visiting and resident wildlife - the need for a nature-rich biodiverse site for learning, play and wildlife. Fostering creativity and critical thinking which includes facilitating free play, the use of loose parts and the benefits of time in nature to freely play. We also consider how risk is an intrinsic aspect of creativity and the need to create an enabling environment where children have opportunities to experience freedom, autonomy, risk and challenge in their lives. Wee Green Spaces/Forest Kindergarten. This is about enabling EY settings to use local greenspace on a weekly basis all year round. The emphasis is on setting up routines to enable free play to happen. This is a 3-day course so again, much of it is about practical issues rather than specifically about play itself. However the course takes a sustainable and rights based approach - we refer to UN Rights of a Child and look at what this means in the context of Forest Kindergarten. We take a Right's-based approach to tackling concerns about health and safety, reframing issues in terms of the rights of a child and our land access rights so that a deeper understanding of connections between children's rights, our rights and the responsibilities we have to ensure these rights are met. Because I've spent recent years working with children who have ASN, much of my work includes reference to inclusion as just part of the way we work. We consider ways of enabling all children to participate in their own way at their level.</p> |
| <p>In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit?</p> | <p>Don't know</p> |
| <p>If you answered 'yes' to the previous question, who do you think these professionals are?</p> | |
| <p>Why/how do you think they would benefit from this training session/course?</p> | |
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| <p>Training Session/Course Title</p> | <p>Professional site visits to schools</p> |

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| Length of training session/course | Half day or full day |
| Main target audience | Children, parents, school staff, interested members of the school community |
| Covered in the training sessions | UNCRC; Article 31; National Play Strategy; Inclusive Play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | I am often asked by schools to visit and work with them for a day... usually longer to develop their school grounds and learning and play outdoors. The format varies but often covers: Whole school assembly presentation Questions and Answer session with parents Guided walk of the school grounds with children, staff and parents Audit of school grounds - where children map where they play and what they enjoy doing outside. This helps with creating design plans A "What's working well / Even better if ..." session to develop a strategy for tackling issues A loose parts play session for two mixed age classes so that staff can see how well different ages play together A twilight training session for staff (putting play in context of national initiatives, remembering our own time at school, the need for environmental stewardship of our grounds and every child/staff to play their part in this) Advice on putting together an action plan, funding sources, taking a participative approach where children's views are listened to and acted upon Follow up on queries and action points. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | I think when it comes to developing outdoor play, the outdoor sector needs to be more aware of the issues. This includes outdoor educators, rangers, gardeners and others who work with children but may not have considered facilitating play as part of their remit. |
| Additional Comment | In my experience, many people think in boxes rather than making connections between their |

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| | <p>work and others. So a ranger may come into the school and advise nettles to be left alongside a football pitch because they add to the wildlife corridor without thinking about the impact of their advice on the play experience of the children who play football there and who have to retrieve their ball from the nettles. Outdoor educators have lots of knowledge that play workers can tap into, yet often their adventurous activities are highly structured. Dounans SOEC are now letting children play freely whilst waiting to use the high ropes course instead of sitting in a queue. Once other professional's eyes are opened to the possibilities of enabling play then lots of good work often ensues.</p> |
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| Training Provider | Family & Community Development West Lothian |
| Website | www.fcdwl.org |
| Contact | greta@fcdwl.org |
| Geographical Areas of operation | Across Scotland |
| Training Session/Course Title | Adventure time |
| Length of training session/course | Usually a morning or afternoon at least three hours |
| Main target audience | Anyone who works where children play |
| Covered in the training sessions | |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | This workshop is about adventurous outdoor free play and may include cooking with fire, zip lines, tree swings, tree nets, hammocks, and slack lines as well as cooking. and baking using a box oven (man made) and also how to manage and assess risks. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think | Don't know |

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| might find it of benefit? | |
| If you answered 'yes' to the previous question, who do you think these professionals are? | |
| Why/how do you think they would benefit from this training session/course? | |
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| Training Session/Course Title | Snack Attack |
| Length of training session/course | 2 hours |
| Main target audience | Anyone who works where children play. |
| Covered in the training sessions | |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | The aim of the workshop is to inspire a healthy life style and offering healthy snack options to children in the playsetting. It will look at implementing a healthy eating policy. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Don't know. |
| If you answered 'yes' to the previous question, who do you think these professionals are? | |
| Why/how do you think they would benefit from this training session/course? | |

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| Training Session/Course Title | Playing with the Playwork Curriculum |
| Length of training session/course | 2 hours |
| Main target audience | Anyone working where children play |
| Covered in the training sessions | UNCRC; article 31; National Play Strategy |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | The interactive workshop will inspire people to offer The Playwork curriculum in their settings. The Playwork curriculum was devised by Bob Hughes and Frank King and this workshop |

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| | explains how it can be delivered in a fun way so that the children can play freely experiencing the elements, identity, concepts and the senses. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Don't know |
| If you answered 'yes' to the previous question, who do you think these professionals are? | |
| Why/how do you think they would benefit from this training session/course? | |

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| Training Provider | Grounds for Learning |
| Website | www.gflscotland.org.uk |
| Contact | mrobinson@ltl.org.uk |
| Geographical Areas of operation | Across Scotland |
| Training Session/Course Title | Bespoke training / supported sessions |
| Length of training session/course | 1 day to 10 days across 14 months |
| Main target audience | School staff - leadership, teachers and play supervisors. |
| Covered in the training sessions | General Comment Article 31; National Play Strategy; GIRFEC/SHANARRI; Inclusive Play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | Courses are planned with schools, and can be either in support of physical changes to spaces that we have made, or to support staff in developing the schools play practice. Day sessions are a brief overview of benefits of play, strategies, policies and procedures and practical experience. The longer programmes are all encompassing, to deliver sustainable changes in play practice, by supporting small teams within staff to change resources, attitudes, policies and practice. |

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| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | No. |
| If you answered 'yes' to the previous question, who do you think these professionals are? | |
| Why/how do you think they would benefit from this training session/course? | |
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| Training Session/Course Title | Playtime Revolution |
| Length of training session/course | 10 sessions of 1hr each |
| Main target audience | School staff - leadership, teachers and play supervisors. |
| Covered in the training sessions | National Play Strategy; GIRFEC/SHANARRI; Inclusive Play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | This can be delivered by GfL as a day course, or series of twighlights, or can be led by the school staff themselves by downloading the workbook and viewing the videos online. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | No |
| If you answered 'yes' to the previous question, who do you think these professionals are? | |
| Why/how do you think they would benefit from this training session/course? | |

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| Training Session/Course Title | Let Loose |
| Length of training session/course | Half to full day |
| Main target audience | School staff - leadership, teachers and play supervisors. |
| Covered in the training sessions | A day of developing thinking and practice using |

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| | loose play materials. |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | National Play Strategy; GIRFEC/SHANARRI; Inclusive Play |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | |
| If you answered 'yes' to the previous question, who do you think these professionals are? | |
| Why/how do you think they would benefit from this training session/course? | |
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| Training Session/Course Title | Play Designer Training |
| Length of training session/course | Usually 1 day |
| Main target audience | Landscape Architects / Architects. |
| Covered in the training sessions | National Play Strategy; Inclusive Play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | A day of input about play theory, and how this can be expressed in the designs of the architects and landscape architects. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Local authority staff, especially risk managers, insurance managers and property maintenance managers. |
| Why/how do you think they would benefit from this training session/course? | Many of the challenges we face in managing play are external to schools. Often the challenges are with people who's job role is not play and learning, but minimising budgets, risk and time. If |

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| | they understood the benefits of play, and how this is expressed, they would be more supportive of changes and 'different' approaches. |
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| Training Provider | HiMATS |
| Website | www.himats.org.uk |
| Contact | sandra@himats.org.uk |
| Geographical Areas of operation | Across Scotland |
| Training Session/Course Title | Process of Play, on-line self-study course |
| Length of training session/course | Flexible |
| Main target audience | Childcare workers |
| Covered in the training sessions | UNCRC; Article 31; National Play Strategy; GIRFEC/SHANARRI; Inclusive play |
| Is your training course accredited by SQA? | Yes |
| Brief description of training session/course contents. | On-line course outline taking candidates through NC award using quizzes, web-sites, videos, forums, tutor support and assess assignment |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | The course is suitable for everyone working with children either as an introduction/foundation course or CPD - childminders and summer play scheme staff would find it useful. Workers who have SVQs or HNCs would find it useful as a CPD course |
| Why/how do you think they would benefit from this training session/course? | The course is on-line and candidates can work at a time and pace that suits them best - this reduces barriers such as travel, staff cover, child-care etc. |

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| Training Session/Course Title | Play into Practice |
| Length of training session/course | 6 days |
| Main target audience | Childcare/out-of-school care staff |
| Covered in the training sessions | UNCRC; Article 31; General Comment Article 31; National Play Strategy; GIRFEC/SHANARRI; Inclusive play |
| Is your training course accredited by SQA? | Yes |
| Brief description of training session/course contents. | We co-deliver this course with CALA. CALA deliver the 6 full-day training sessions and HiMATS assesses and processes the course work for the NC unit: Process of Play which is embedded into the course. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Childminders and crèche workers would find this useful amongst other childcare workers |
| Why/how do you think they would benefit from this training session/course? | Candidates benefit from the interactive, social nature of the course and the focus on hands-on practical workshops throughout. |

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| Training Session/Course Title | Playing Up! |
| Length of training session/course | 3 full days plus self study |
| Main target audience | Experienced childcare workers |
| Covered in the training sessions | UNCRC; Article 31; General Comment Article 31; National Play Strategy; GIRFEC/SHANARRI; Inclusive play |
| Is your training course accredited by SQA? | Yes |

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| Brief description of training session/course contents. | This course incorporates an HNC unit and is more theoretical than our NC courses. Candidates cover all aspects of the HNC unit including a more in depth look at theory, policy drivers, quality assurance, improvement planning etc. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | All staff who already hold a qualification as CPD - including team leaders and managers. |
| Why/how do you think they would benefit from this training session/course? | This course encourages participants to evaluate and review their resources and provision in relation to theory, policy and contemporary issues relating to play. |

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| Training Provider | International Play Association (IPA) Scotland |
| Website | www.ipascotland.org.uk |
| Contact | ipascotland.training@gmail.com |
| Geographical Areas of operation | Across Scotland |
| Training Session/Course Title | Article 31 and the Child's Right to Play |
| Length of training session/course | 2 hours |
| Main target audience | Networks of individuals working with children and young people across Scotland. |
| Covered in the training sessions | UNCRC; UNCRC Article 31; General Comment Article 31; National Play Strategy |
| Is your training course accredited by SQA? | Possibly in the future. |
| Brief description of training session/course contents. | This is designed as a training for trainers course |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | IPA Scotland will provide the Facilitator Training free of charge to each network, along with facilitators' manuals and access to online resources. The Facilitator Training will enable each participant to go on to deliver the two hour Right to Play Session. The IPA Scotland trainers will aim to build skills, confidence and knowledge |

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| | around article 31 as well as thoroughly familiarising the participants with the Right to Play materials. |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Yes |
| Why/how do you think they would benefit from this training session/course? | Anyone working with children, young people and families; parents and carers. |

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| Training Provider | Jeely Piece Club |
| Website | www.jeelypiececlub.org.uk |
| Contact | traceyblack@jeelypiececlub.org.uk |
| Geographical Areas of operation | Across Scotland |
| Training Session/Course Title | Outdoor Play |
| Length of training session/course | All Day |
| Main target audience | Play / educational people |
| Covered in the training sessions | UNCRC; Article 31; General Comment Article 31; National Play Strategy; GIRFEC/SHANARRI; Inclusive Play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | This course is both theoretical and practical based. It is about increase the knowledge and confidence of the participants to be able to work with children in the outdoor environment. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | We know through research this type of course is not really available. Through our work in the outdoors with adults and children, we have realised there is a gap in the play sector and in education on this type of knowledge and confidence building for these professionals to |

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| | work outdoors. |
| Why/how do you think they would benefit from this training session/course? | They will benefit in that at the end of the course they will have the knowledge, skills and ability to be able to take children out to play in the outdoor environment. Our aim is to reduce the fear around this and build their confidence by covering the theory behind play, to health and safety and risk assessment. |

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| Training Provider | Megan's Specialist Training |
| Website | |
| Contact | info@margaretmclelland.co.uk |
| Geographical Areas of operation | Across Scotland |
| Training Session/Course Title | Playworkers toolkit |
| Length of training session/course | 12 hours (delivered by 4 sessions of 3 hours) |
| Main target audience | Support workers, practitioners, managers |
| Covered in the training sessions | |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | Session 1 Reflecting on the Concept of play. Introducing play. What is Play. Why do children play. Comparing Structured play and Free Play The Benefits of Play. What can be achieved by Play. Session 2 Understanding the Process of Play. (Psycholducs – Gordon Sturrock) Psycholudics – the play process Explores Play behaviours. The 4 common play spaces. Introducing the theory of play The Adults Role in Play. Adult Intervention styles Session 3 The Playwork Principles (Skills Active) and Play behaviour modes. Explains the Behaviour Modes. Explores Play Mood Descriptors. Explores the |

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| | Playwork Principles. Why is play important to children's well-being. Getting it right for every child (Girfec) Links to play (My World Triangle) Curriculum for Excellence. Links to play UN Convention – Article 31 General Comment Session 4 A Taxonomy of 16 Play Types (Bob Hughes) The 9 Processes of Play (Stuart Lester) Explores Bob Hughes Taxonomy of 16 Play types Recognising Play types. Lester's 9 Processes of Play. True or False (play claims) Evaluations and Questions on Play Sessions |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Street workers, play rangers, education professionals (teachers/classroom assistants), youth workers |
| Why/how do you think they would benefit from this training session/course? | |
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| Training Session/Course Title | Observing Play |
| Length of training session/course | 3 hour CPD |
| Main target audience | Support workers, practitioners, managers OSC |
| Covered in the training sessions | UNCRC; Article 31; National Play Strategy; GIRFEC; Inclusive Play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | Understanding the Process and Importance of Observing Children at Play Observing play is complex. There are numerous variables that need to be considered to ensure the observation has purpose and is effective. This session provides a platform to discuss conducting observations and the information you may wish to generate from them. It is strongly recommended that participants attend the playworkers toolkit training prior to this session. People who may benefit from this training are |

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| | out of school staff at all levels. The anticipated learning outcomes of this session are - • The purpose of play observations • The benefits of play observations • Deciding on the purpose of observation • Observation strategies • Recording and making sense of observations |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Street workers, play rangers, education professionals (teachers/classroom assistants), youth workers |
| | |
| Training Session/Course Title | Article 31 |
| Length of training session/course | 3 hour CPD |
| Main target audience | Support workers, practitioners, managers in OSC |
| Covered in the training sessions | UNCRC; Article 31; General Comment on Article 31; Inclusive Play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | Article 31 Article 31 has been described as “the forgotten article” This session is intended to highlight this article and its value and essentialness to meeting children’s rights. This session also highlights the excellent work completed by International Play Association (IPA) A 3 hour session and an attendance certificate is issued to reflect 3 hours CPD. People who may benefit from this training are out of school staff at all levels. The anticipated learning outcomes of this session are - • Explore United Nations Convention on the rights of the child. • Explore the 5 Basic rights • Explore 4 Core Principles • Explore what “General Comment” is • Discuss Article 31 in its entirety Links to Scottish Play Strategy • Explore how your centre “delivers” on Article 31. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of | Yes |

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| benefit? | |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Street workers, play rangers, education professionals (teachers/classroom assistants), youth workers. |
| Why/how do you think they would benefit from this training session/course? | |
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| Training Session/Course Title | Reviewing Scotland's Play Strategy |
| Length of training session/course | 6 hours CPD |
| Main target audience | Support workers, practitioners, managers |
| Covered in the training sessions | UNCRC; Article 31; General Comment Article 31; National Play Strategy; GIRFEC/SHANARRI; Inclusive Play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Street workers; play rangers; education (teachers/classroom assistants); youth workers; head teachers; nursery staff; childminders & parents. |

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| Training Provider | Midlothian Association of Play |
| Website | www.map-midlothian.org.uk |
| Contact | susan@map-midlothian.org.uk |
| Geographical Areas of operation | We do work primarily within Midlothian, but our training courses are available for people to buy in from out with Midlothian. |
| Training Session/Course Title | Free play |

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| Length of training session/course | 2.5 - 3.5 hours |
| Main target audience | People who are relatively new to children's play from any sector. It is aimed primarily at those working with children aged 5-12 although elements are applicable to all ages. |
| Covered in the training sessions | |
| Is your training course accredited by SQA? | Possibly in the future |
| Brief description of training session/course contents. | This course provides an overview of current research and practice regarding free play. It shares both theory and practical ideas for resources and space set-up for play, as well as the adult role in enabling it to happen. Topics covered include: What is free play. Loose parts What environments support play. A fresh look at your play environment The adult role in play This is covered through a mix of presentations, hands-on activity, and group discussions. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Currently most people who book this course are playworkers from after school clubs or playgroups in Midlothian. It would benefit the same people throughout Scotland. It would also benefit anyone working where children play - residential childcare, school staff, youth workers, etc |
| Why/how do you think they would benefit from this training session/course? | |
| | |
| Training Session/Course Title | Engaging children in developing your play services |
| Length of training session/course | 2.5 - 3.5 hours |
| Main target audience | The session is primarily aimed at those working with children aged 5-12 in a play setting, though elements will be relevant to younger age groups. |
| Covered in the training sessions | |

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| Is your training course accredited by SQA? | Possibly in the future |
| Brief description of training session/course contents. | Through presentations and group discussions, this training session introduces: <ul style="list-style-type: none"> • Ways of thinking about engaging children in development • Principles and values of engaging children • Practical ideas for consulting children • Tips and techniques |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Currently most people who book this course are playworkers from after school clubs or playgroups in Midlothian. It would benefit the same people throughout Scotland. It would also benefit anyone working where children play - residential childcare, school staff, youth workers, etc |
| | |
| Training Session/Course Title | Creating inclusive play opportunities |
| Length of training session/course | 2.5 - 3.5 hours |
| Main target audience | It draws on work with children aged 5-12 although much of it will be relevant to younger age groups. |
| Covered in the training sessions | UNCRC; Article 31; Inclusive Play |
| Is your training course accredited by SQA? | Possibly in the future |
| Brief description of training session/course contents. | This training session provides an introduction to practical approaches that support children of all abilities and needs to participate in, and benefit from, playing. The focus will be on free play opportunities, and the type of resources and adult support that will enable children to play and interact. Through presentations, group discussions and hands on activities, the course covers: <ul style="list-style-type: none"> - Play, inclusion and inclusive play - Inclusive play environments - Setting up an |

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| | inclusive play opportunity - Strategies to support process of play |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Currently most people who book this course are playworkers from after school clubs or playgroups in Midlothian. It would benefit the same people throughout Scotland. It would also benefit anyone working where children play - residential childcare, school staff, youth workers, etc |
| Why/how do you think they would benefit from this training session/course? | |
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| Training Session/Course Title | Developing a play policy |
| Length of training session/course | 2.5 - 3.5 hours |
| Main target audience | Anyone working where children play |
| Covered in the training sessions | |
| Is your training course accredited by SQA? | Possibly in the future |
| Brief description of training session/course contents. | This training session on writing an organisational play policy will cover: <ul style="list-style-type: none"> • What a play policy is and why you might benefit from having one • Process and methods of developing a play policy • Possible content for the play policy At the session, participants will begin some work on pulling together their own draft content, and will develop plans for how to progress the policy. This session is relevant to anyone working where children play. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Currently most people who book this course are playworkers from after school clubs or playgroups in Midlothian. It would benefit the same people throughout Scotland. It would also |

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| | benefit anyone working where children play - residential childcare, school staff, youth workers, etc |
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| Training Session/Course Title | Playwork intervention approaches |
| Length of training session/course | 2.5 - 3.5 hours |
| Main target audience | People with some playwork experience and knowledge who are looking to expand more on this and reflect further on their practice. |
| Covered in the training sessions | Inclusive Play |
| Is your training course accredited by SQA? | Possibly in the future |
| Brief description of training session/course contents. | This course covers playwork intervention styles – approaches that adults can use to facilitate play and to work with individual and group dynamics. The training draws on playwork theory and practice. Through presentations and group discussions the topics covered are: - play cues - inclusive play - A play context for challenging dynamics - Play profiling |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Currently most people who book this course are playworkers from after school clubs or playgroups in Midlothian. It would benefit the same people throughout Scotland. It would also benefit anyone working where children play - residential childcare, school staff, youth workers, etc |
| Why/how do you think they would benefit from this training session/course? | |
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| Training Session/Course Title | Risk and play |
| Length of training session/course | 2.5 - 3.5 hours |

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| Main target audience | Anyone working where children play, primarily those working with children aged 5 upwards though general principles would be applicable to younger age groups. |
| Covered in the training sessions | |
| Is your training course accredited by SQA? | Possibly in the future |
| Brief description of training session/course contents. | Through presentations and group activities, the course covers: What is risk and benefits of risk - Assessing level of risk currently available - Risk and play ideas - Risks we took as children - Risk management - Risk-benefit assessment of scenarios - Changing perceptions of risk - Action plan for setting |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Currently most people who book this course are playworkers from after school clubs or playgroups in Midlothian. It would benefit the same people throughout Scotland. It would also benefit anyone working where children play - residential childcare, school staff, youth workers, etc |
| Additional Comments | We'd be very happy to deliver these courses more widely - we just haven't yet found the capacity to widely promote them, though we've had the plan to do so floating for a while. We are also happy to develop new courses and update current courses to reflect new need. The courses have not been updated recently, hence no inclusion of the GC or play strategy, though we'd be keen to add this context for future. |

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| Training Provider | Play Borders |
| Website | www.playborders.co.uk |
| Contact | info@playborders.co.uk |

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| Geographical Areas of operation | Scottish Borders only |
| Training Session/Course Title | Old School Games workshop |
| Length of training session/course | 2 hours |
| Main target audience | Staff in child care settings (including early years, schools and out of school clubs)/child minders/parent/carer |
| Covered in the training sessions | Article 31; Inclusive play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | Relive and play games from the past to share with children in your care. Even covered suggestions on how to adapt games to be inclusive. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Don't know |
| If you answered 'yes' to the previous question, who do you think these professionals are? | |
| Why/how do you think they would benefit from this training session/course? | Share forgotten games, get children active, network with other child care professionals and parents and improve active play resources |

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| Training Provider | Play First (Scotland) Ltd |
| Website | |
| Contact | playfirstscotland@gmail.com |
| Geographical Areas of operation | Across Scotland |
| Training Session/Course Title | Playing with Plants |
| Length of training session/course | 2-4 hours |
| Main target audience | Playworkers |
| Covered in the training sessions | GIRFEC/SHANARRI |

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| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | Using plants and related material in play. Powerpoint display and related practical workshop ideas. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes. |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Playworkers in other authorities to the ones we have worked in. |
| Why/how do you think they would benefit from this training session/course? | Ideas around using plants and the natural world as part of the play opportunities they provide. |
| Training Session/Course Title | |
| | Play with Tools |
| Length of training session/course | 2-4 hours |
| Main target audience | Playworkers |
| Covered in the training sessions | |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | CPD workshop with powerpoint presentation and associated practical workshop on using tools in play. This includes both woodworking and other tools and small scale tools that we have lying about like hole punches, scissors, staplers etc |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Playworkers in other authorities to the ones we have worked in. |
| Why/how do you think they would benefit from this training session/course? | New ideas. |

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| Training Session/Course Title | Float your boat |
| Length of training session/course | 2 hours |

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| Main target audience | Playworkers |
| Covered in the training sessions | |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | A practical hands on session for playworkers to design and build "craft" using loose parts material which they then race in bodies of water. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes. |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Playworkers in other authorities to the ones we have worked in. |
| Why/how do you think they would benefit from this training session/course? | Fun ideas for simple science play using loose parts |

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| Training Provider | PEEK-Possibilities For Each and Every Kid Ltd |
| Website | www.peekproject.org.uk |
| Contact | projectmanager@peekproject.co.uk |
| Geographical Areas of operation | Across Scotland |
| Training Session/Course Title | An introduction to Play Theory |
| Length of training session/course | One full day/Half day |
| Main target audience | PSAs, Nursery teachers & Youth Workers |
| Covered in the training sessions | UNCRC; Article 31; General Comment Article 31; National Play Strategy |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | Training course are very bespoke to the needs of the trainees. However, in general all courses provide a balance of theory- what is play, best practice, how it fits in the wider policy context, play work principles, UNCRC, Play Types/Cycle, policy & Procedure. |
| In your opinion are there other | Yes |

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| professionals currently not accessing this training session/course, who you think might find it of benefit? | |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Teachers & Headteachers need to also buy into this training so that in a school environment leaders can better support and understand the staff working on the ground. |
| Why/how do you think they would benefit from this training session/course? | As above. |
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| Training Session/Course Title | Ideas for Free Play outdoors |
| Length of training session/course | Full day or half day |
| Main target audience | PSAs, Nursery teachers/youth workers and young volunteers |
| Covered in the training sessions | UNCRC; National Play Strategy; Inclusive Play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | This is a very practical session covering all different types of play which increases workers confidence in encouraging and creating an enriched play experience for children of all abilities. This is designed in conjunction with the trainees needs. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | After school care, parents |
| Why/how do you think they would benefit from this training session/course? | This would perhaps increase the confidence of people working in this environment to explore a whole range of different outdoor free play. It would bring a different perspective and new ideas to this type of setting. Parents confidence would increase and perhaps encourage different play with their children as |

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| | they have a better understanding of the power of play in a child's development. |
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| Training Session/Course Title | Physical Literacy & Active Play |
| Length of training session/course | 1 or 2 full days |
| Main target audience | Other play workers / nursery workers/Young Volunteers |
| Covered in the training sessions | UNCRC; National Play Strategy; Inclusive Play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | The training covers theory of physical literacy and practical ideas for active play in your setting. It covers our experiences, the importance of physical literacy, what makes us physically literate, delivering the right activities, evaluation as well as how it fits in the wider policy context. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Out of School Cares, Youth Workers, PSAs |
| Why/how do you think they would benefit from this training session/course? | All of these settings work with children and physical literacy is fundamental to a child being able to use their body and mind for a range of physical activities as well as challenges in life. This training would ensure all workers engaging with children have an understanding and knowledge as well as practical ideas to encourage active play. |

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| Training Session/Course Title | Cotton Wool Culture and Risk Benefit |
| Length of training session/course | Half day/full day |
| Main target audience | PSAs, Nursery teachers & Youth Workers |
| Covered in the training sessions | UNCRC; National Play Strategy; Inclusive Play |

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| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | <p>What is cotton wool culture and how this effects societies perception of Outdoor Play. The Benefits of Risk Taking. Policy & Procedures need to reflect this practice – so how does that look.</p> <p>and developing a Play Risk Benefit statement for your organisation Practical ideas of play can also be facilitated as part of this session exploring deep play.</p> |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | After school care setting; planners & designers; parents |
| Why/how do you think they would benefit from this training session/course? | <p>An after school care setting may develop further the need for risk benefit rather than risk assessment and encourage more 'risky' play and have the confidence and policy to do so.</p> <p>Planners & Designers will increase their understanding about why physical spaces need to be better designed to accommodate for such play.</p> |

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| Training Provider | Play Scotland |
| Website | www.playscotland.org.uk |
| Contact | |
| Geographical Areas of operation | Across Scotland |
| Training Session/Course Title | Play Strategy |

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| Length of training session/course | 4-7 hours |
| Main target audience | 4 hours - all involved with children and wider policies. 7 hours - as above plus practising play workers |
| Covered in the training sessions | UNCRC; Article 31; General Comment Article 31; National Play Strategy; GIRFEC/SHANARRI |
| Is your training course accredited by SQA? | Possibly in the future. |
| Brief description of training session/course contents. | Play Strategy training looks at policy and practice around the play strategy. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Architects, planners and transport should be part of this course. Sometimes they come to the course depending on the local authority. |
| Why/how do you think they would benefit from this training session/course? | Play Strategy awareness should be available for all who have an influence on children's play |
| Training Session/Course Title | |
| | Managing Risk in Play Provision |
| Length of training session/course | 4 hours |
| Main target audience | Playworkers, early years, education, open space, parks, |
| Covered in the training sessions | Article 31; National Play Strategy; Inclusive Play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | Training based on the recently published Managing Risk in Play Provision guide by the National Play organisations. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Teachers and headteachers |
| Why/how do you think they would benefit from | Need to look at a risk benefit approach rather |

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| this training session/course? | than a risk adverse approach. |
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| Training Session/Course Title | PDA Strategic Planning for Play |
| Length of training session/course | One day a month for four months. |
| Main target audience | Local authority planners, architects, education, health , green space, play workers. |
| Covered in the training sessions | UNCRC; Article 31; General Comment Article 31; National Play Strategy; GIRFEC/SHANARRI; Inclusive Play |
| Is your training course accredited by SQA? | Yes |
| Brief description of training session/course contents. | 4 unit based CPD course linked to Play Strategy and enabling local authorities to plan for a strategic vision for play. Units include Play and Play Spaces, Consultation with children, policy mapping, strategic planning for play. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Senior managers across departments in local authorities |
| Why/how do you think they would benefit from this training session/course? | Senior managers could access this course and see how play can be integrated and supported throughout a local authority. |

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| Training Provider | Scottish Out of School Care Network |
| Website | www.soscn.org |
| Contact | training@soscn.org |
| Geographical Areas of operation | Across Scotland |
| Training Session/Course Title | Health and wellbeing – physical activity |
| Length of training session/course | 2 – 3 hours |

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| Main target audience | OSC staff. |
| Covered in the training sessions | UNCRC; UNCRC Article 31; GIRFEC/SHANARRI; Inclusive Play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | <p>This training provides theoretical approaches to improved health and wellbeing for children and young people. It looks at potential barriers to physical activity and how these can be overcome. It also provides practical ideas and activities, with a particular focus on inclusion, through BHF Active Club Resource Pack and Set4Sport resource.</p> <p>Although the focus is on physical activity rather than free play the resources are designed such that general can use the packs themselves.</p> |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Although designed specifically for OSC services, this could be used by other childcare providers. |
| Why/how do you think they would benefit from this training session/course? | |
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| Training Session/Course Title | Achieving Quality Scotland Mentoring Programme |
| Length of training session/course | 6 x 2 hour sessions |
| Main target audience | OSC services |
| Covered in the training sessions | UNCRC; UNCRC Article 31; General Comment Article 31; National Play Strategy; GIRFEC/SHANARRI; Inclusive Play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | This is a mentoring course to support services through our quality improvement framework. Services must demonstrate how they meet |

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| | quality indicators according to the UNCRC, GIRFEC/SHANARRI and Playwork Principles across 10 quality areas. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Achieving Quality Scotland although focussing on school-age childcare would also have relevance to other group childcare settings. |
| Why/how do you think they would benefit from this training session/course? | |

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| Training Provider | Scottish Pre-school Play Association |
| Website | www.sppa.org.uk |
| Contact | Jean Carwood-Edwards |
| Geographical Areas of operation | Across Scotland |
| Training Session/Course Title | Learning Together Through Play |
| Length of training session/course | This varies according to the needs and interests of the particular individuals and groups |
| Main target audience | Prison Staff, Prisoners, Prisoners' Partners and children 0-5 |
| Covered in the training sessions | UNCRC; UNCRC Article 31; General Comment Article 31; National Play Strategy; GIRFEC/SHANARRI; Inclusive Play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | The SPPA Approach is to tailor the contents according to the needs of the participants. In terms of Prison staff, the session is currently a half-day workshop where there is a focus on the importance of play to strengthen relationships between parents and children and there is also an emphasis on the benefits of play for children. |

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| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | There is a range of staff in the voluntary sector, such as family support workers who may well benefit from this training. Also support staff linked to contexts such as, hospital, homeless settings, health and social care, residential childcare, fostering, some nursery provision and so forth. In fact this kind of training would be helpful and relevant for any setting where staff work to support parents and children to improve and strengthen relationships and interactions through shared play. |
| Why/how do you think they would benefit from this training session/course? | With regard to the prison setting, this training supports fathers of young children 0-5 years, to understand how important play is for their children's learning and development and also the importance of their role within this. In terms of the Prison staff, the training aims to encourage them to understand and value play as part and parcel of the parental role if strong bonds and positive relationships are to be formed so that this can be promoted on a day to day basis within the prison. |

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| Training Session/Course Title | <i>Stay and Play</i> and <i>Off To a Good Start</i> |
| Length of training session/course | The number and duration of sessions vary according to the needs and interests of individuals and particular groups |
| Main target audience | Parents of young children 0-5 years |
| Covered in the training sessions | UNCRC; UNCRC Article 31; General Comment Article 31; National Play Strategy; GIRFEC/SHANARRI; Inclusive Play |
| Is your training course accredited by SQA? | No |

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| <p>Brief description of training session/course contents.</p> | <p>This programme is variable according to the needs of the participants. There is one model where SPPA Play Practitioners work alongside parents regularly in established community Parent and Toddler Groups so that parents can learn, develop and improve the children's experiences of play both at the group meeting and also on an everyday basis within the Home Learning Environment (HLE), There is another model where small groups are established and led by SPPA to support particular parents of young children who have been identified as in need of support by other professionals such as health visitors and social workers with regard to interacting with and playing with their children.</p> |
| <p>In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit?</p> | <p>These programmes are aimed at parents rather than professionals.</p> |
| <p>If you answered 'yes' to the previous question, who do you think these professionals are?</p> | <p>There are probably many parents and young children who would enjoy and benefit from this type of learning, development and experience</p> |
| <p>Why/how do you think they would benefit from this training session/course?</p> | <p>Parents who engage in these sessions generally report very positive benefits in terms of improvements in relation to their own confidence, wellbeing and quality of relationships. They also report increased levels of wellbeing, confidence, happiness and positive social behaviour in their own children. Importantly, as a result of there being a focus on a two generation approach, the benefits and impact extend to everyday life rather than simply when in attendance at the group.</p> |

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| Training Provider | Smart Play Network |
| Website | www.smartplaynetwork.org |
| Contact | l.fox@smartplaynetwork.org |
| Geographical Areas of operation | Across Scotland |
| Training Session/Course Title | Introduction to Free Play using Scrap and Loose Parts |
| Length of training session/course | 1 day (but can be adapted to a half day) |
| Main target audience | Practitioners working with children and families. |
| Covered in the training sessions | |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | Introducing practitioners to Free Play and how to introduce loose parts and scrap materials into their settings. We cover risk benefit, the value of play, linking with national outcomes as well as the Curriculum for Outdoor Learning. We provide practitioners with knowledge, information and practical ideas. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Pupil Support Assistants (PSAs) - although some LAs recognise the need to provide training to PSAs in play, others do not. Social Workers - students and qualified teachers. |
| Why/how do you think they would benefit from this training session/course? | |
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| Training Session/Course Title | Positive Play |
| Length of training session/course | 1 – 3 days |
| Main target audience | PSAs |
| Covered in the training sessions | Article 31; General Comment Article 31; National |

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| | Play Strategy; Inclusive Play |
| Is your training course accredited by SQA? | Possibly in the future |
| Brief description of training session/course contents. | A 1 - 3 day training course for PSA's supporting them to deliver quality play opportunities in schools at break and lunch times. Taking the delegate through a deeper understanding of play to practical solutions to implement this in their setting, this course explores how play can support learning, behaviour, co-operation and how activities support and link in to the Curriculum for Excellence. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Specific geographical locations - there seems to be an emphasis on play training for central belt Authorities, Aberdeen and perhaps Highland, but many others are not accessing this for a number of reasons. |
| Why/how do you think they would benefit from this training session/course? | To support their role in schools and for personal and professional development. |
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| Training Session/Course Title | Play on Wheels Workshops (Dundee and Fife) |
| Length of training session/course | Varied - 2 hour, four to eight week sessions |
| Main target audience | Parents and Practitioners |
| Covered in the training sessions | GIRFEC/SHANARRI; Inclusive play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | Our informal & practical play workshops offer opportunities for parents and practitioners to focus on the fun and rewarding aspects of play. Workshops highlight the use of simple everyday |

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| | resources and focus on practical strategies and solutions to enhance and stimulate the young child's imagination and creativity through play. Sessions are flexible and comprise of short presentations, demonstrations and group activities that can be tailored to meet the needs of individuals and groups who are interested in developing and building their capacity for play. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Areas outwith Dundee and Fife |
| Why/how do you think they would benefit from this training session/course? | |

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| Training Provider | Starcatchers |
| Website | www.starcatchers.org.uk |
| Contact | heather@starcatchers.org.uk |
| Geographical Areas of operation | Across Scotland |
| Training Session/Course Title | Creative Skills Programme |
| Length of training session/course | 24 hours |
| Main target audience | Early years practitioners and HNC students |
| Covered in the training sessions | |
| Is your training course accredited by SQA? | Possibly in the future. |
| Brief description of training session/course contents. | Multi artform expressive arts programme looking to build the creative capacity of early years practitioners and students. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of | Yes |

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| benefit? | |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Playworkers, childminders and early years practitioners in the third sector |
| Why/how do you think they would benefit from this training session/course? | |

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| Training Provider | TCV Scotland (The Conservation Volunteers Scotland) |
| Website | http://www.tcv.org.uk/scotland |
| Contact | n.colladosalas@tcv.org.uk |
| Geographical Areas of operation | Across Scotland. |
| Training Session/Course Title | Outdoor play |
| Length of training session/course | All day (10:00-16:00) |
| Main target audience | Staff who work with children and want to gain skills in outdoor play |
| Covered in the training sessions | Article 31; General Comment Article 31; National Play Strategy; Inclusive Play |
| Is your training course accredited by SQA? | No |
| Brief description of training session/course contents. | This training aims to increase understanding of the value of outdoor play and how we can support it through the use of adult led and child led activities. The session will include practical activities, ideas, games, risk assessment and overcoming barriers to the outdoors. |
| In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit? | Yes |
| If you answered 'yes' to the previous question, who do you think these professionals are? | Professionals who work with children with disabilities and who would like encourage outdoor play |
| Why/how do you think they would benefit from | Because we offer a range of ideas that can be |

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| this training session/course? | tailored to the needs of different client groups and can inspire children and adults to make a greater use of the outdoors. |
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8. Questionnaires

Training provider questionnaire

1. If you would like any further information, please enter your email address below:
2. Organisation Name:
3. Contact person:
4. Contact person:
5. Website:
6. Email:
7. Telephone number:
8. Are you restricted to working within specific geographical locations in Scotland?

Yes / No

If you answered 'yes', where?

9. During the past 12 months in which local authorities have you delivered play training?

Aberdeenshire
Angus
Argyll and Bute
Clackmananshire
Dundee City
East Ayrshire
East Lothian
East Renfrewshire
East Dunbartonshire
Edinburgh City
Falkirk
Fife
Glasgow City
Highland
Inverclyde
Midlothian
Moray
North Ayrshire
North Lanarkshire
Orkney
Perth & Kinross
Renfrewshire

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Scottish Borders
Shetland
South Ayrshire
South Lanarkshire
Stirling
West Dunbartonshire
West Lothian
Western Isles

10. Are you aware of the National Play Strategy and associated Action Plan?

Yes / No

If you answered 'yes' to the previous question, have you changed your play training to support any aspects of the Action Plan?

Yes / No

12. If you answered 'yes' to the previous question, please can you state how you changed your training?

13. Are you aware of the UN's General Comment on Article 31 of the UNCRC, the child's right to culture, leisure, rest and play?

Yes / No

14. If you answered 'yes' to the previous question, have you changed your play training to support the expectations of the General Comment?

Yes / No

15. If you answered 'yes' to the previous question, can you please state how the training has changed to reflect the General Comment on Article 31?

16. Training session/course title:

17. Length of training session/course:

18. Main target audience:

19. Does the training session/course cover any of the following? (Please select all which apply.)

United Nations Convention on the Rights of the Child (UNCRC)
Article 31 of the UNCRC
General Comment on Article 31
National Play Strategy
GIRFEC's SHANARRI Wellbeing Indicators
Inclusive Play

20. Is your training course accredited by SQA?

Yes / No / Possibly in the future

21. Please provide a brief description of training session/course contents:

22. In your opinion are there other professionals currently not accessing this training session/course, who you think might find it of benefit?

Yes / No / Don't know

If you answered 'yes' to the previous question, who do you think these professionals are? .

23. Why/how do you think they would benefit from this training session/course?

Teacher Training Qualification Provider Questionnaire

1. University name:

2. Contact Person:

3. Email address:

4. Prior to this survey, were you aware of Scotland's National Play Strategy and associated Action Plan?

Yes / No

5. Would you like to learn more about the National Play Strategy via a meeting with a representative from the National Play Strategy Implementation Group?

Yes / No

6. Please select all the teaching qualification provided by your university and at what levels of schooling:

BA

BEd

MEd

MA

PGDE

Primary

Secondary

7. Is the United Nations Convention on the Rights of the Child (UNCRC) incorporated into your courses?

Yes / No

If you answered 'yes', how is this incorporated into your courses?

8. Are you aware of, and know the contents of the UN General Comment on article 31 of the UNCRC, the child's right to culture, leisure, rest and play?

Yes / No

9. Have you incorporated elements of the general comment into your courses?

Yes / No

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If you answered 'yes' to the previous question, could you describe how you have incorporated the general comment into your courses?

10. Are the concepts, and delivery, of 'free play' covered in your courses?

Yes / No

If you answered 'yes' to the previous question, could you please describe how these are incorporated into your courses.

11. Are there specialist modules on early learning, which include play, and play for those intending to work in early years settings?

Yes / No

If you answered 'yes' to the previous question, please provide details of these courses.

12. Any other comments