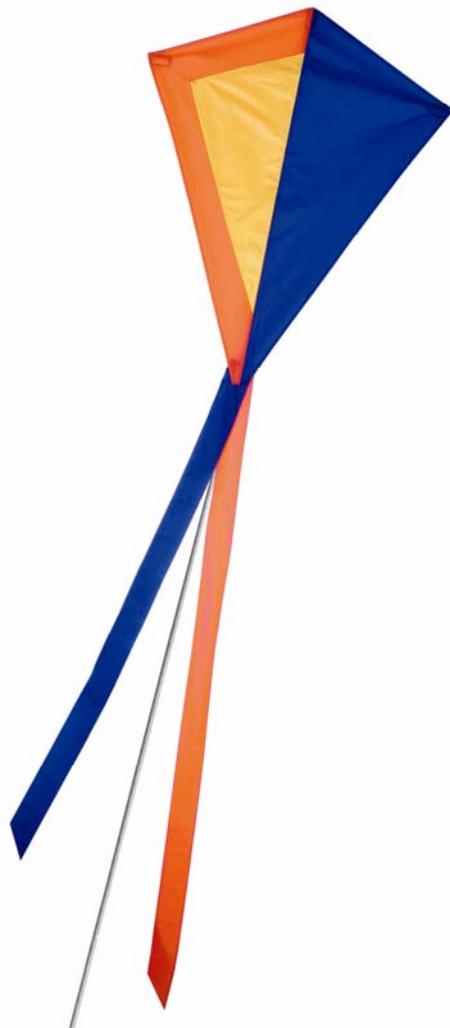


Level 2 Award/Certificate/Diploma (NVQ) in Playwork (QCF) (4964-02)

Qualification handbook for centres

Level 2 Award in Playwork (QCF)	500/8744/7
Level 2 Certificate in Playwork (QCF)	500/8659/5
Level 2 Diploma in Playwork (NVQ) (QCF)	500/8681/9



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Level 2 Award/Certificate/Diploma (NVQ) in Playwork (QCF) (4964-02)

Qualification handbook for centres

Level 2 Award in Playwork (QCF)

Level 2 Certificate in Playwork (QCF)

Level 2 Diploma in Playwork (NVQ) (QCF)

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Skills for a brighter future



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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualifications:

Qualification titles and levels	Level 2 Award in Playwork (QCF) Level 2 Certificate in Playwork (QCF) Level 2 Diploma in Playwork (NVQ) (QCF)
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City & Guilds qualification number	4964-02
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Qualification accreditation number	
Level 2 Award in Playwork (QCF)	500/8744/7
Level 2 Certificate in Playwork (QCF)	500/8659/5
Level 2 Diploma in Playwork (NVQ) (QCF)	500/8681/9

Last registration date	31/12/2014
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Last certification date	31/12/2016
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In August 2007, new national occupational standards for Playwork level 2 were approved.

The Level 2 Diploma in Playwork (NVQ) (QCF) is aimed at 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.

Although the Award is a free-standing qualification, the units that make up the Award also sit inside the Certificate and, although the Certificate is free-standing, the units that make up the Certificate also sit inside the Diploma. The Award and Certificate units mainly cover knowledge and understanding derived from the level 2 National Occupational Standards for Playwork. They also require a limited amount of application in a Playwork setting. This could be done in a limited period of time, for example whilst on a holiday play scheme or on work experience from a college course. The Award and Certificate, therefore, are intended to prepare the learner for employment, and this is their purpose. They do not confirm occupational competence, only that the learner is ready to enter employment as a playworker.

The Level 2 Diploma in Playwork (NVQ) (QCF), since it includes the Award and Certificate units, also covers the knowledge and understanding from the National Occupational Standards, but also requires the learner to demonstrate the full application of this knowledge and understanding over a period of time in the workplace. The Diploma, therefore, is intended to confirm the learner's occupational competence. This is reflected by including '(NVQ)' in the qualification title.

These new qualifications have been designed in consultation with both industry and educational experts and offer total flexibility to centres to help improve the candidate learning environment and provide fit-for-purpose qualifications to those playworkers working in various locations and situations, and support the government aims to provide better training and development opportunities for staff working with children to ensure that all children can access quality play initiatives.

The **Level 2 Award in Playwork (QCF)** aims to provide learners with the opportunity to generate evidence of the knowledge required for the Level 2 Certificate in Playwork and Level 2 Diploma in Playwork (NVQ). This qualification provides a solid introduction to the Playwork sector providing progression routes through to employment.

The **Level 2 Certificate in Playwork (QCF)** aims to further develop skills and knowledge required for playworkers or those interested in becoming a playworker. Candidates can access this qualification either through progression from the knowledge gained from the Level 2 Award in Playwork (QCF) or as a direct route to the Certificate. This qualification provides the most up-to-date knowledge for working within the Playwork sector providing progression routes through to employment ie the Apprenticeship in Playwork and additional areas.

The **Level 2 Diploma in Playwork (NVQ) (QCF)** aims to provide candidates with the necessary skills, knowledge and competence required to **work** in the Playwork sector. Candidates can access this qualification either through progression from the knowledge gained from the Level 2 Award in Playwork and/or Level 2 Certificate in Playwork or as a direct route to the Diploma. Therefore, on successful completion of this qualification candidates will have demonstrated the essential skills in employment.

The **Level 2 Diploma in Playwork (NVQ) (QCF)** also contributes to the Apprenticeship in Playwork, please see SkillsActive website for details of the Framework.

1.1 Qualification structure

To achieve the Level 2 Award in Playwork (QCF), learners must achieve 10 credits from the mandatory units **(units 201 – 203)**.

To achieve the Level 2 Certificate in Playwork (QCF), learners must achieve 25 credits from the mandatory units **(units 201 – 207 and 301)**.

To achieve the Level 2 Diploma in Playwork (NVQ) (QCF), learners must achieve 45 credits from the mandatory units **(units 201 – 209 and 301 – 303)** and a minimum of 16 credits from the optional units available **(units 210 – 212 and 304 – 308)**.

The table below illustrates the unit titles and the credit value of each unit which will be awarded to candidates successfully completing the required combination of units and/or credits.

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
H/600/9500	Unit 201	Playwork Principles	Mandatory	3
M/600/9502	Unit 202	The Play Environment	Mandatory	4
F/600/9505	Unit 203	Supporting Children and Young People's Play	Mandatory	3
L/600/9507	Unit 204	Relationships in the Play Environment	Mandatory	4
Y/600/9509	Unit 205	Health and safety in the Play Environment	Mandatory	3
L/600/9510	Unit 206	The Safeguarding and Welfare of Children and Young People in the Play Environment	Mandatory	2
R/600/9511	Unit 301	Reflective Playwork Practice	Mandatory	3
H/600/9514	Unit 207	Developing Own Playwork and Team Practice	Mandatory	3
T/600/9520	Unit 302	Support Relationships in the Play Environment	Mandatory	4

L/600/9524	Unit 303	Work with Children and Young People to Create Play Spaces and Support Freely Chosen Self-Directed Play	Mandatory	7
Y/600/9526	Unit 208	Contribute to the Health, Safety, Security and Welfare of Children and Young People using the Play Environment	Mandatory	5
H/600/9528	Unit 209	Help to Improve Own Practice and the Work of the Playwork Team	Mandatory	4
K/600/9529	Unit 210	Contribute to Providing Food and Drink in the Play Environment	Optional	8
Y/600/9543	Unit 211	Contribute to the Administration of the Play Environment	Optional	8
M/600/9547	Unit 212	Support the Travel of Children and Young People Outside the Play Environment	Optional	13
K/600/9532	Unit 304	Facilitate a Specific Play Opportunity at Children or Young People's Request	Optional	14
T/600/9534	Unit 305	Support the Development of Playwork Opportunities in the Community	Optional	8
F/600/9536	Unit 306	Contribute to Supporting Disabled Children and Young People in the Play Environment	Optional	15
J/600/9540	Unit 307	Support Work with Parents and Carers in the Play Environment	Optional	12
L/600/9541	Unit 308	Carry Out Playwork in a School Setting	Optional	11

1.2 Opportunities for progression

On completion of these qualifications candidates may progress into employment or to the following City & Guilds qualifications:

- 4964-03 Level 3 Award in Playwork (QCF)
- 4964-03 Level 3 Certificate in Playwork (QCF)
- 4964-03 Level 3 Diploma in Playwork (NVQ) (QCF)

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

Description	How to access
Fast track approval forms/generic fast track approval form	www.cityandguilds.com
Assessment pack	www.cityandguilds.com or Publications sales (EN-02-4964)

1.4 City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	www.cityandguilds.com	This is the main website for finding out about City & Guilds qualifications. It contains qualification documentation and updates.
Walled Garden	www.walled-garden.com	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.

2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification 4840-02 Level 2 NVQ in Playwork may apply for approval for the new Level 2 Award/Certificate/Diploma (NVQ) in Playwork using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualifications using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

2.1 Resource requirements

Human resources

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise

Occupational competence for assessors, internal and external verifiers for the Level 2 Playwork

The following sections set out the criteria for their appointment;

Assessors

Must meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.

Assessors are appointed by an Approved centre and approved by the Awarding Body through their occupationally competent External Verifier. They should only assess in their acknowledged area of technical and occupational competence.

Assessors should be one of the following:

- Employed by the same organisation as the candidate or ...
- Working in partnership with, and drawing on evidence from, the candidate's organisation or ...
- An expert brought in to supplement the expertise of the candidate's own organisation or as an additional external method of quality assurance.

For the Level 2 Diploma in Playwork (NVQ) (QCF) the prospective Assessor should:

- hold the Assessor Units A1 and A2 [New assessors should have a clear action plan for achieving units A1 and A2. An assessor or verifier who has gained certification must support assessment decisions by assessors who are still working towards certification.]
- meet the Technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed
- provide evidence of recent experience and competence in the occupational area to the level of the qualification(s) they wish to assess
- provide evidence of knowledge, understanding and application of the National Occupational Standards with the Assessment Specification
- provide evidence of knowledge, understanding and support of the relevant Active Leisure and Learning Values Statements and how they are applied in assessment
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse
- provide evidence of their ability to maintain occupational competence and to participate in assessor training initiatives for continuous professional development.

Approved Centres may have additional generic criteria and personnel specifications in addition to the above

All assessors who operate within the S/NVQ system should gain A1 and A2 Assessment Units, thereby confirming their ability to utilise the full range of tools required to properly assess the individual at work over a period of time.

Internal Verifiers

Must meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.

Internal Verifiers should be in a position to influence an approved centre's assessment policy and to facilitate the assessment process and should be one of the following:

- employed by the same organisation (approved centre) as the assessors or...
- working in partnership with, and drawing on evidence from, assessors' organisation(s)(approved centre)

For the Level 2 Diploma in Playwork (NVQ) (QCF) the prospective Internal Verifier should:

- hold Verifier Unit V1 and it is recommended, also hold the Assessor Units A1 and A2 (New internal verifiers should be given a clear action plan for achieving unit V1)
- meet the Technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed
- provide evidence of recent experience in the occupational area
- provide evidence of knowledge, understanding and application of the National Occupational Standards with the Assessment Specification
- provide evidence of knowledge, understanding and support of the relevant Sport and Recreation Values Statements
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse
- provide evidence of their ability to maintain occupational competence and to participate in IV/assessor training initiatives for continuous professional development.

Approved Centres may have additional generic criteria and personnel specifications in addition to the above

The Internal verifier is responsible for the consistency of standards across all portfolios
Internal verifiers should observe each assessor conducting candidate assessments at regular intervals. The reliability, validity and authenticity of evidence must be checked during these observations

External Verifiers

Must match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the units being assessed.

For the Level 2 Diploma in Playwork (NVQ) (QCF) prospective External Verifiers should:

- hold Verifier Unit V2 and it is recommended, also hold the Assessor Units A1 and A2 (New external verifiers should be given a clear action plan for achieving unit V2)
- demonstrate knowledge and understanding of, and support for, the Sector's Values Statements and Codes of Ethics and how they are applied in assessment
- match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the units being assessed
- be occupationally competent in the area appropriate to the level of the qualifications they are to be verifying
- provide evidence of knowledge, understanding and application of the National Occupational Standards together with Technical Definitions where appropriate
- be committed to the application, further development and refinement of the National Occupational Standards and SVQs/NVQs
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse
- are aware of national issues affecting vocational education, training and qualifications in the sector
- Provide evidence of knowledge of the Active Leisure and Learning framework of qualifications
- be committed to the content and guidance provided in the current edition of the SSC's Assessment Strategy
- demonstrate their ability to maintain credibility with the sector and to retain the confidence of the industry through commitment to ongoing personal and professional development

What follows are the specific criteria for the Level 2 in Playwork and they apply equally to prospective external and internal verifiers and assessors, who must:

Required criteria:

1. have worked with children and young people as a Playworker in settings underpinned by the Playwork Principles
2. demonstrate Playwork experience, knowledge and skills required to make accurate judgements about others' competence
3. have knowledge and understanding of, and commitment to, the Playwork Principles
4. have actively and consistently participated in a process of current and relevant continuous professional development to keep up to date with best Playwork practice. This must be evidenced by a reflective account (this could include attendance at sector training days, seminars and conferences, training, reading and face to face work)

Desirable criteria;

1. have a relevant and nationally recognised Playwork training course or qualification from the QCF in England/Wales and Northern Ireland. Or an action plan to achieve such.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

2.2 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

Generally, there is no prescribed recommended prior knowledge, attainment or experience needed to gain access to this qualification. Candidates will be employed within the industry and as such would have been through a selection process. It is recommended that potential candidates are initially assessed on entry, so that levels of literacy, numeracy, communication skills, and sector understanding can be determined. This initial assessment should consider previous qualifications and practical experience. It is important to remember that centres must ensure that candidates have the potential and opportunity to gain evidence for the qualification in the work place.

For funding purposes, centres are reminded that candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

Age restrictions

These qualifications are not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

Restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications on completing assessments.

Other legal considerations

The following legal considerations apply to this qualification:

- Criminal Records Bureau (CRB) checks in relation to working with children.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

4 Assessment

4.1 Summary of assessment methods

The assessment for the **Level 2 Award & Level 2 Certificate in Playwork (QCF)** will be through practical demonstration and assignment.

The assessment for the **Level 2 Diploma in Playwork (NVQ) (QCF)** will be through portfolio work. The most appropriate methods are through:

- observation by a qualified and occupationally expert assessor (as defined in the Assessment Strategy)
- expert witness statements: statements by a line manager or already qualified playworker
- other forms of witness testimony e.g. from a colleague, parent/carer or a child. They must be a credible witness (who can be checked out if needed)
- reflective account by the candidate that details what the candidate said, did and why
- work products showing work undertaken by the candidate
- professional discussion where the candidate describes what they said, did and why

City & Guilds provides the following assessments:

- Assignments - (EN-02-4964)

Time constraints

- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

4.2 Assignments

A separate Assessment Pack is available for these qualifications www.cityandguilds.com or EN-02-4964

4.3 Evidence requirements

General assessment principles

Holistic assessment

Whilst the Award, Certificate and Diploma are broken down into separate units of assessment, the work of the playworker is not. This means that, as the playworker learns and applies these knowledge and skills when working with children and young people, they are likely to generate evidence across a number of units of assessment. Using this evidence for all the units it relates to is part of a holistic to assessment.

Many of these units cover interrelated responsibilities, and much of the evidence for these is likely to come from questioning the learner to ensure they have the necessary knowledge and skills and observing them putting these knowledge and skills into practice.

For this reason, we strongly recommend that, if the learner is attempting the whole Diploma, for example, interrelated units are assessed in a holistic manner. In other words, when assessor questioning and observations occur, the assessor is strongly advised not to carry out assessments on separate occasions for each of these units, but to visit the play setting, monitor all the work the

learner does with children and young people, and identify how the evidence they generate matches the requirements of any or all of these units.

Separate assessments for each of these units should only be necessary if the learner is not attempting whole qualifications, but is seeking single unit achievement only. If more than one unit is being attempted, opportunities should also be sought for a 'holistic' approach.

How much evidence is necessary?

For the units contained in the Award and Certificate, evidence is required for knowledge, understanding and skills with only limited requirements to show their application in practice. Knowledge and understanding for these units need only be assessed on one occasion. Appropriate assessment methods may include: oral and written questioning, projects and assignments and professional discussion. Assessors must keep accurate records of these assessments, when and how they were done and their outcomes. The limited application of this knowledge and understanding need only be assessed on one occasion. Appropriate assessment methods may include: direct observation, looking at products of the learner's work, taking witness testimony from managers or more experienced playworkers.

The units that are unique to the Diploma, however, are not intended to be a snapshot of the learner's work, but should provide a confirmation that the learner meets the national occupational standards on a consistent basis in the workplace over time.

The units that are unique to the Diploma, therefore, require primary evidence to be gathered by means of fully recorded observations carried out by an A1 (or equivalent) qualified assessor who is also occupationally expert as defined by the Assessment Strategy and the Playwork Annex.

It is recommended that a total of 18 hours of observation should take place, with each observation session being followed by a professional discussion. Evidence for each learning outcome and assessment criterion must be 'cross referenced', 'mapped' or 'logged' on one occasion only.

Observational evidence should be supplemented by additional performance evidence, such as witness testimony, reflective accounts and extra professional discussion, reflective account, only on occasions when the assessor has not been present or because the evidence is not generated on a frequent basis.

Assessment occasions should not take place on the same day. The assessor must satisfy themselves that the candidate is practising competently not only during observations but also at other times as well.

In the case of a very few learning outcomes and assessment criteria, assessors and verifiers should be aware that opportunities for the candidate to generate appropriate evidence may be rare, and therefore it will be acceptable to use 'historical evidence' – i.e. evidence produced before the candidate has registered for the Diploma. However, this evidence should not be more than two years old and should be validated as being authentic.

Simulation

There are some learning outcomes for which simulation is allowable. These are covered in each individual unit. It should be noted that simulations must meet the requirements laid out in the SkillsActive Assessment Strategy.

Collecting Evidence

When collecting evidence, assessors need to ensure that:

- Evidence comes from work situations where the candidate is carrying out their everyday practice.
- These situations should be as natural as possible and not staged for the purposes of assessment
- Observation focuses on the candidate's natural working practices and is, therefore, likely to cover a number of learning outcomes and assessment criteria across a number of units at the same time.

It is expected that each assessment criterion will be evidenced through observation by an A1 (or equivalent) qualified assessor at least once. However, there may be some assessment criteria that are not possible to see through direct observation. On these occasions assessor observation must be supplemented by further observations or additional performance evidence such as witness testimony, products of work, reflective accounts or professional discussion.

Once a candidate has demonstrated that they are competent for specific learning outcomes and criteria evidence can be cross referenced to the units according to the awarding bodies/assessment centre's processes.

Observations

The main evidence for the Level 2 Diploma in Playwork (NVQ) (QCF) must be collected and evaluated by an A1 (or equivalent) qualified and occupationally expert assessor who observes and records the candidate's regular work practice. The awarding bodies have indicated that they would expect in the region of 18 hours of observation across the units that are unique to the Diploma.

The recording [written or aural] should be a narrative of what the assessor has seen, without value comments or judgements. [The methodology of where and how this is recorded is not prescribed and can be at the discretion of the assessment centre and their awarding body].

Within each observation the candidate will be seen to be meeting requirements across a number of units.

- An observation should include all that the assessor sees, whether this demonstrates competence or not.
- An observation is a narrative of the candidate at work. All that the candidate does should be recorded.
- An observation should be followed by a process in which the assessor and candidate have a dialogue about what has happened so the assessor is able to 'gain a window' on what the candidate has been thinking whilst their work has been taking place.
- All observational evidence that relates to a candidate's attitude, values and adherence to the Playwork Principles needs to be supported by professional discussion, reflective account, questioning, reflective accounts or post-observation feedback

In some exceptional cases, it may not be possible to observe a candidate demonstrating their competence for a particular performance criterion or range item because:

- An appropriate situation never happens when the assessor is present, even though the assessor has observed on more than one occasion
- It is not everyday practice and so cannot be expected to be seen even after several visits
- It is not the sort of performance that the assessor would see because it happens outside of normal face-to-face work with children and young people, for example team meetings, supervision sessions or trips outside of the play setting.

In these cases (which must be the exception, rather than the rule), evidence may be gained by other means, for example from witness testimony, products of work or reflective accounts).

Knowledge and understanding

All knowledge and understanding should be rooted in practice; ie a candidate should give examples from their day-to-day work to show their knowledge and understanding in practice and the principles that underpin this. There must be evidence that the candidate possesses all of the knowledge and understanding required by the units. In most cases this will be done through professional discussion, reflective account, questioning, reflective accounts or post-observation feedback. Other techniques, such as written questions, projects and assignments might also be appropriate so long as they are still rooted in the candidate's practice.

Validity and Consistency of Observations

Assessors must ensure validity and consistency of a candidate's competence. Assessors will achieve this through the feedback/discussion session which follows observation and is an integral part of the assessment process.

- All observations must be followed by a feedback/discussion session, ideally taking place within 5 working days of the observation
- As part of the feedback/discussion session, the assessor and candidates must discuss what has been observed
- The discussion will be reflective in nature, typically the candidates will discuss what they've been doing during the observation and why
- The assessor will record, on the centre's feedback documentation, that the discussion has taken place, and how it ensures validity and consistency

In observing the candidate, the assessor will be present on more than one occasion. Performance evidence for the whole NVQ will be generated over a series of assessment visits where detailed observations of the candidate's practice will be recorded.

Observational evidence will be supported and supplemented by additional performance evidence such as witness testimony, reflective accounts and professional discussion.

The assessor has the responsibility to make a judgement about whether the candidate demonstrates consistency of practice over time. This is more than the candidate demonstrating elements of their competence on all the occasions when the assessor is present but is also about the assessor making the judgement that competent practice takes place when the assessor is not present.

Recording of competence

The process of documenting evidence requires that the evidence is 'cross referenced', 'logged' or 'mapped' to the learning outcomes and assessment criteria. The Internal Verifier may wish to question the assessor's judgment on consistency over time to ensure the rigour of the process.

4.4 Recording forms

City & Guilds has developed these recording forms*, for new and existing centres to use as appropriate. Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Alternatively, City & Guilds endorses a number of electronic recording systems. For details, go to the e-Portfolios page on SmartScreen.co.uk.

*Forms 4, 5, 6, 7, 9, 10 and 11, or approved alternatives, are a requirement. The other forms have been designed to support the assessment and recording process. See Appendix

4.5 Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification.

- RPL is allowed and is also sector specific.

5 Units

Availability of units

The units for this qualification follow.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) www.accreditedqualifications.org.uk

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- Unit accreditation number
- title
- level
- credit value
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- Details of the relationship between the unit and relevant National Occupational Standards
- assessment guidance and evidence requirements for each unique diploma unit

Summary of units

QCF unit number	City & Guilds unit number	Unit title	Mandatory/ optional unit	Credits	GLH
H/600/9500	201	Playwork Principles	Mandatory	3	29
M/600/9502	202	Working within a play environment with children and young people	Mandatory	4	17
F/600/9505	203	Supporting Children and Young People's Play	Mandatory	3	26
L/600/9507	204	Relationships in the Play Environment	Mandatory	4	35
Y/600/9509	205	Health and safety in the Play Environment	Mandatory	3	25
L/600/9510	206	The Safeguarding and Welfare of Children and Young People in the Play Environment	Mandatory	2	15
R/600/9511	301	Reflective Playwork Practice	Mandatory	3	20
H/600/9514	207	Developing Own Playwork and Team Practice	Mandatory	3	25
T/600/9520	302	Support Relationships in the Play Environment	Mandatory	4	30

L/600/9524	303	Work with Children and Young People to Create Play Spaces and Support Freely Chosen Self-Directed Play	Mandatory	7	50
Y/600/9526	208	Contribute to the Health, Safety, Security and Welfare of Children and Young People using the Play Environment	Mandatory	5	30
H/600/9528	209	Help to Improve Own Practice and the Work of the Playwork Team	Mandatory	4	30
K/600/9529	210	Contribute to Providing Food and Drink in the Play Environment	Optional	8	55
Y/600/9543	211	Contribute to the Administration of the Play Environment	Optional	8	50
M/600/9547	212	Support the Travel of Children and Young People Outside the Play Environment	Optional	13	80
K/600/9532	304	Facilitate a Specific Play Opportunity at Children or Young People's Request	Optional	14	85
T/600/9534	305	Support the Development of Playwork Opportunities in the Community	Optional	8	55
F/600/9536	306	Contribute to Supporting Disabled Children and Young People in the Play Environment	Optional	15	80
J/600/9540	307	Support Work with Parents and Carers in the Play Environment	Optional	12	70
L/600/9541	308	Carry Out Playwork in a School Setting	Optional	11	65

City & Guilds
Skills for a brighter future



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Level: 2

Credit value: 3

Unit aim

This unit covers knowledge and understanding of the Principles underpinning Playwork practice.

Learning outcomes

There are **two** outcomes to this unit. The learner will be able to:

201.1: Understand the nature and value of play

201.2: Understand the role of the playworker in supporting children and young people's play

Guided learning hours

It is recommended that **29** hours should be allocated for this unit. This may be on a full time or part time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit reflects the NOS from PW34 - Work with children and young people to create play spaces and support freely chosen self-directed play

Assessment and grading

This unit will be assessed by an assignment which is externally set and internally marked

Unit 201

201.1

Playwork Principles

Understand the nature and value of play

Assessment criteria

The learner can:

- 1 describe the need for children and young people to **play**
- 2 describe how play contributes to **children and young people's development**
- 3 explain how play is a process that is “freely chosen, personally directed and intrinsically motivated”
- 4 state the requirements of the **UN Convention on the Rights of the Child** in relation to **play provision**.

Range

Play

Freely chosen, personally directed behaviour, motivated from within

Children and young people

All children and young people of school age with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics

Development

Play related aspects of human growth from birth through to adolescence

UN Convention on the Rights of the Child

The human rights treaty of all children

Play provision

Out of school clubs, breakfast clubs, holiday playscheme, play centre, adventure playground

Unit 201

201.2

Playwork Principles

Understand the role of the playworker in supporting children and young people's play

Assessment criteria

The learner can:

- 1 describe the role of the playworker in supporting and facilitating play
- 2 describe the role of the playworker as an **advocate** for play
- 3 give **three** examples of how the playworker can support children and young people to create **play spaces**
- 4 identify the **playworker's impact** on the **play space**
- 5 give **two** examples of how children and young people's play can affect the playworker.

Range

Advocate

Spokes person for the children and young people

Playworker's impact

The effect on relationship between the playworker and the children and young people and the play setting. Eg the playworker could encourage the creativity of the children and young people or could be an encouraging force in the children or young people trying new things.

Play space

Any area – physical, affective, permanent or transient that supports and enriches the potential for children and young people's self-directed play - a play environment may consist of one or any number of play spaces.

Unit 202

Working within a play environment with children and young people

Level: 2

Credit value: 4

Unit aims

This unit covers the knowledge, understanding and some elements of practice that a new playworker needs to work effectively with children and young people in a play environment and contribute to safeguarding their health and safety.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 202.1: Understand the nature of the playworker's relationship with children and young people
- 202.2: Know the playworker's responsibilities for supporting a safe and challenging play environment
- 202.3: Be able to contribute to an inclusive and stimulating play environment
- 202.4: Know the playworker's responsibilities for safeguarding children and young people

Guided learning hours

It is recommended that **17** hours should be allocated for this unit. This may be on a full-time or part-time basis

Details of the relationship between the unit and relevant national occupational standards

This unit links to the following NOS:

- PW33 - Support relationships in the play environment
- PW34 - Work with children and young people to create play spaces and support freely chosen, self directed play
- PW35 - Contribute to the health, safety, security and welfare of children and young people using the play environment

Assessment and grading

This unit will be assessed by an assignment which is externally set and internally marked

Unit 202

Working within a play environment with children and young people

202.1

Understand the nature of the playworker's relationship with children and young people

Assessment criteria

The learner can:

1. describe why it is important for the playworker to establish an effective rapport with all children and young people in a **play environment**
2. outline what is meant by an honest, respectful and trusting relationship with all children and young people in a **play environment**
3. state why it is important to communicate effectively with all children and young people in a **play environment**
4. identify features of **good communication** with children and young people
5. outline what is meant by treating children and young people fairly
6. describe why it is important for the playworker to value all **children and young people's individuality and differences**.

Range

Play environment

Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised

Good communication

Conveying knowledge, information, feelings, ideas, needs or wants to others

Children and young people's individuality and differences

Differences - the valuing of children and young people not for their conformity but for their difference and their uniqueness

Individuality - the combination of qualities and characteristics that distinguish one person from another.

Unit 202

Working within a play environment with children and young people

202.2

Know the playworker's responsibilities for supporting a safe and challenging play environment

Assessment criteria

The learner can:

1. define the extent and limits of own responsibilities in the **play environment**
2. describe a playwork **organisation's procedures** before, during and after a session to maintain **health, safety and security, including emergency procedures**
3. describe how to respond to the main health, safety and security **hazards** that may occur in **play environments**
4. identify examples of stimulation, risk and challenge in a **play environment**
5. give reasons why stimulation, risk and challenge are important in a **play environment**
6. outline why it is important for the playworker to balance **health, safety and security requirements** with the need for stimulation, risk and challenge
7. describe a playworker's responsibilities for tidying up, checking equipment and other resources in a **play environment**.

Range

Play environment

Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised

Organisation's procedures

What your organisation says its staff should and should not do in certain situations

Hazard

Something that may cause harm to the health, safety and welfare of users of the play environment, for example, broken glass, faulty play equipment, doors being left open that should be closed

Health and safety policies and procedures

These will be written policies and procedures developed by your organisation in line with relevant legislation, such as the Health and Safety at Work Act, the Children Act and Control of Substances Hazardous to Health regulations

Health and safety requirements

Those required by law, industry codes of practice, regulatory authorities, national governing bodies (if relevant), and those of your own organisation.

Unit 202

Working within a play environment with children and young people

202.3

Be able to contribute to an inclusive and stimulating play environment

Assessment criteria

The learner can:

1. develop an effective rapport with children and young people in a **play environment**
2. treat children and young people in a **play environment** with honesty, respect, trust and fairness
3. communicate with children and young people in a **play environment** as appropriate to their needs
4. suggest ways in which a **play environment** could be made more **inclusive** and **stimulating**.

Range

Play environment

Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised

Inclusive

Ensuring that play provision is open and accessible to all and takes positive action in removing barriers so that all children and young people, including disabled and non-disabled, and those from other minority groups, can participate

Stimulating

Exciting, could be a new or an enhanced experience

Unit 202

Working within a play environment with children and young people

202.4

Know the playworker's responsibilities for safeguarding children and young people

Assessment criteria

The learner can:

1. define what is meant by **safeguarding children and young people**
2. give four examples of the different ways in which children and young people could be harmed, including by other children
3. identify who to contact when there are concerns about **the welfare of children and young people**
4. describe the features of a playwork organisation's **safe practice** code for protecting members of the staff team and volunteers.

Range

Safeguarding children and young people

Ensuring the total well being of the child or young person

Welfare of children and young people

Well being: social, emotional, physical

Safe practice

Working practice that does not put the playworker at unnecessary risk, usually in guidance

Level: 2

Credit value: 3

Unit aims

This unit covers the knowledge, understanding and some elements of practice that a new playworker requires to support children and young people's freely chosen, self-directed play and reflect on their practice.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

203.1: Understand the nature of freely chosen, self-directed play

203.2: Be able to support children and young people's play

203.3: Be able to reflect on own playwork practice

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit links to the following NOS

PW34 - Work with children and young people to create play spaces and support freely chosen, self-directed play

PW36 - Help to improve your own practice and the work of your playwork team

Assessment and grading

This unit will be assessed by an assignment which is externally set and internally marked

Unit 203

203.1

Supporting Children and Young People's Play

Understand the nature of freely chosen, self-directed play

Assessment criteria

The learner can:

1. outline the characteristics of freely chosen, self-directed play
2. give examples of **five play types** commonly accepted by the playwork sector
3. describe what is meant by a play cue
4. describe the main stages of the **play cycle**
5. describe when playwork **interventions** may and may not be appropriate.

Range

Play types

Description of differing play in the play setting (Bob Hughes- Taxonomy of Play Types)

Play cycle

The full flow of play from the first play cue from the child, its return from the outside world, the child's response to the return and the further development of play to the point where play is complete - the cycle includes the metalude, the cue, the return, the frame, adulteration, annihilation and display

See Gordon Sturrock and Perry Else, 1998, The playground as therapeutic space: Playwork as healing (known as "The Colorado Paper"), published in Play in a Changing Society: Research, Design, Application, IPA/USA, Little Rock, USA. Available as a PDF free of charge from www.ludemos.co.uk or info.ludemos@virgin.net

Interventions

A range of methods the playworker can use in the play environment. these may range from complete non-involvement through to specific intervention and may include: waiting to be invited to play; enabling un-interrupted play; enabling children and young people to explore their own values; leaving children and young people to improve their own performance; leaving the content/intent of play to the children/young people; letting the children and young people decide why they play; enabling the children and young people to decide what is appropriate behaviour; only organising when children and young people want you to.

Unit 203

203.2

Supporting Children and Young People's Play

Be able to support children and young people's play

Assessment criteria

The learner can:

1. outline the characteristics of freely chosen, self-directed play
2. make a variety of "**loose parts**" available to children and young people
3. give attention to children and young people's play whilst being sensitive to own impact on the play space
4. identify **play cues** and **returns**
5. provide playful responses to **play cues**
6. work as a team member when supporting children and young people's play.

Range

Loose parts

Resources, materials suitable for play experiences

Play cues

Facial expressions, language or body language that communicates the child or young person's wish to play or invite others to play

Returns

When the invitation to the play cue is responded to

Assessment criteria

The learner can:

1. state the importance of reflecting on own **playwork practice**
2. **reflect** on own **playwork practice**
3. identify key learning points from own reflection.

Range

Playwork practice

What you do in the play environment to implement the Playwork Principles, including what you say and don't say and what you do and don't do

Reflect

Thinking about your work and identifying what you do well and what you could improve in

Level: 2

Credit value: 4

Unit aims

This unit covers the knowledge and understanding a playworker needs to develop and support relationships with children and young people in the play environment.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- 204.1: Understand the role of the playworker in building and maintaining relationships with children and young people in the play environment
- 204.2: Understand the principles of communicating with children and young people
- 204.3: Understand how to support relationships between children and young people and others in the play environment
- 204.4: Understand the impact of transitions on children and young people's relationships with others

Guided learning hours

It is recommended that **35** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit links to the following NOS

PW33 - Support relationships in the play environment

Assessment and grading

This unit will be assessed by an assignment which is externally set and internally marked

Unit 204

204.1

Relationships in the Play Environment

Understand the role of the playworker in building and maintaining relationships with children and young people in the play environment

Assessment criteria

The learner can:

1. describe how a playworker should relate to children and young people
2. give **four** examples each of 'appropriate' and 'inappropriate' behaviour by a playworker
3. give **four** examples of **anti-discriminatory practice** in a playworker's relationships with children and young people
4. give **four** examples of **inclusive** practice in a playworker's relationship with children and young people
5. give **four** examples of when it is important to focus on an individual child/young person rather than the group as a whole
6. give **three** examples of how the playworker can **interact** with all children and young people to support their thinking and learning.

Range

Anti-discriminatory practice

Taking positive action to counter discrimination; this will involve identifying and challenging discrimination and being positive in your practice about diversity without compromising the right of individuals to play

Inclusive

Ensuring that play provision is open and accessible to all and takes positive action in removing barriers so that all children and young people, including disabled and non-disabled, and those from other minority groups, can participate

Interact

Having a relationship and communicating with the children and young people

Unit 204

204.2

Relationships in the Play Environment

Understand the principles of communicating with children and young people

Assessment criteria

The learner can:

1. describe how the different stages of child **development** affect the way children and young people **communicate**
2. explain why **communication** should be a two-way process
3. give **three** examples of different methods of **communicating** with children and young people
4. describe what is meant by **actively listening** to children and young people
5. outline the importance of making sure children and young people have understood what is being communicated
6. outline why it is important for children and young people to be able to ask questions, offer ideas and make suggestions
7. describe how to address **communication challenges** for children and young people with specific needs.

Range

Development

This includes play-related aspects of human growth from birth through adolescence - 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, also includes socialization - the process by which children and young people adjust to society and its demands

Communicate/communication/communicating

Conveying knowledge, information, feelings, ideas, needs or wants to others

Actively listening

Method of interaction ensuring that the listener demonstrates they have heard what the speaker has said

Communication challenges

Indicators (verbal or behavioural) that a child or young persons physical or emotional wellbeing is being disrupted eg difficulties, bereavement, transitions

Unit 204

204.3

Relationships in the Play Environment

Understand how to support relationships between children and young people and others in the play environment

Assessment criteria

The learner can:

1. outline how children and young people relate to others at different stages of their development
2. describe how play can help children and young people to develop relationships
3. describe the purpose and value of **group agreements** with and between **children and young people**
4. outline what is meant by '**individuality**', '**diversity**' and '**difference**' as applied to people
5. outline why it is important for **children and young people** to appreciate **individuality**, **diversity** and **difference** in other people
6. outline why it is important for **children and young people** to understand other people's feelings and points of view
7. outline why it is important for **children and young people** to be able to resolve **conflict** for themselves
8. describe what support **children and young people** may require from a playworker when **conflict** arises
9. identify when it is appropriate to provide **support** to **children and young people** when **conflict** arises.

Range

Group agreements

Informal or formal mutual agreements ie: ground rules

Children and young people

All children and young people of school age with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics

Individuality

The combination of qualities and characteristics that distinguish one person from others

Diversity

Where there is difference and variety that reflects a broad mix of people from, for example, various demographic, socio-economic, ethnic and cultural backgrounds and types of ability

Difference

The way that one person is different to others for example because of their appearance, attitudes, behaviour, likes, dislikes, ways of communicating, ability

Conflict

Incompatibility in the play environment eg relationship with others, who's turn in next

Support

A process by which the playworker might encourage, help, inspire, motivate or advocate for children and young people without directing, controlling or instructing children and young people

Unit 204

204.4

Relationships in the Play Environment

Understand the impact of transitions on children and young people's relationships with others

Assessment criteria

The learner can:

1. give **five** examples of the types of **transitions** that may affect children and young people's relationships with others
2. outline how **transitions** may affect children and young people's **behaviour** and relationships with others
3. describe how a playworker can offer to **support** children and young people who are experiencing **transitions**.

Range

Transitions

Most children and young people naturally pass through a number of physical and emotional stages as they grow and develop, often, they will also be expected to cope with changes such as movement from primary to secondary school and for disabled children or children with chronic ill health, there may be an additional change of support moving from children's to adult services - such changes are commonly referred to as transitions, Some children may have to face very particular and personal transitions not necessarily shared or understood by all their peers – eg family illness or the death of a close relative; divorce and family break-up; issues related to sexuality; adoption; the process of asylum; disability; parental mental health; and the consequences of crime

Behaviour

Linked to personality or how a child or young person could be expressing themselves

Support

A process by which the playworker might encourage, help, inspire, motivate or advocate for children and young people without directing, controlling or instructing children and young people

Level: 2

Credit value: 3

Unit aims

This unit covers the knowledge and understanding and some skills that playworkers need to maintain the health and safety of children and young people in the play environment, including making a first response to accidents, illnesses and other emergencies. This does not require the application of first aid.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

- 205.1: Know how to balance challenge and risk with health and safety requirements in the play environment
- 205.2: Know how to assist children and young people to manage risk for themselves
- 205.3: Be able to respond to hazards in the play environment
- 205.4: Know how to respond to injuries and illnesses in the play environment
- 205.5: Know how to respond to emergencies other than injuries and illnesses in the play environment

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit links to the following NOS

PW35 - Contribute to the health, safety, security and welfare of children and young people using the play environment

Assessment and grading

This unit will be assessed by an assignment which is externally set and internally marked

Unit 205

205.1

Health and safety in the Play Environment

Know how to balance challenge and risk with health and safety requirements in the play environment

Assessment criteria

The learner can:

1. describe the main legal requirements for **health, safety** and welfare that apply to the playworker
2. describe how to balance **risk** and challenge against requirements for health and safety taking account of children and young people's
 - development
 - personal interest
 - ability
3. give **four** examples of the types of play and other behaviour that may cause unacceptable levels of **risk**
4. describe the process of assessing and managing **risk** in the play environment
5. give **two** examples of situations in which the playworker:
 - can deal with a **hazard** themselves
 - must report the **hazard** to a **responsible colleague**.

Range

Health and safety

Those required by law, industry codes of practice, regulatory authorities, national governing bodies (if relevant), and those of your own organisation

Risk

The possibility of a hazard actually causing harm – and the seriousness of harm it may cause – to children, young people and others, this will often be influenced by the level of understanding and development of the children and young people involved

Hazard

Something that may cause harm to the health, safety and welfare of users of the play environment, for example, broken glass, faulty play equipment, doors being left open that should be closed

Responsible Colleague

The colleague with overall responsibility for the play environment on a specific play opportunities basis i.e. – the person in charge of the group you are working with

Unit 205

205.2

Health and safety in the Play Environment

Know how to assist children and young people to manage risk for themselves

Assessment criteria

The learner can:

1. outline why it is important for children and young people to take responsibility for own health, safety and security and that of others
2. describe how the playworker can help children and young people to take responsibility for **health, safety and security**
3. outline how children and young people's level of development affects their ability to **manage risk**
4. give **three** examples of the specific requirements of **disabled children and young people** in relation to **managing risk**.

Range

Health, safety and security

Checklist, risk assessments, health and safety policies all for the well being of the child or young person

Manage risk

Taking action to minimise potential harm

Disabled children and young people

Children and young people with impairments who experience barriers accessing play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex requirements which may be permanent or temporary

Unit 205

205.3

Health and safety in the Play Environment

Be able to respond to hazards in the play environment

Assessment criteria

The learner can:

1. identify one example of each of the following types of hazards in a play environment:
 - physical
 - emotional
 - behavioural
 - environmental
2. assess the **risks** presented by physical, emotional, behavioural and environmental hazards in a play environment
3. follow an **organisation's procedures** to manage the **risks** presented by hazards in a play environment in the following ways:
 - supporting children and young people to deal with the hazard
 - dealing with the hazard personally
 - reporting the hazard to a **responsible colleague**.

Range

Risks

The possibility of a hazard actually causing harm – and the seriousness of harm it may cause – to children, young people and others, this will often be influenced by the level of understanding and development of the children and young people involved

Organisation's procedures

What your organisation says its staff should and should not do in certain situations

Hazard

Something that may cause harm to the health, safety and welfare of users of the play environment, for example, broken glass, faulty play equipment, doors being left open that should be closed

Responsible colleague

The colleague with overall responsibility for the play environment on a specific play opportunities basis i.e. – the person in charge of the group you are working with

Unit 205

203.4

Health and safety in the Play Environment

Know how to respond to injuries and illnesses in the play environment

Assessment criteria

The learner can:

1. give **two** examples of the common types of **injuries** that can occur in the **play environment**
2. give **two** examples of the common types of **illnesses** that can occur in the **play environment**
3. describe the procedures a playworker should follow in response to **injuries** and **illnesses**
4. describe the role of a nominated first-aider in a **play environment**.

Range

Injuries

Damage caused to a child or young person usually by accident

Play environment

Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised

Illnesses

Sickness, virus, infection

Unit 205

205.5

Health and safety in the Play Environment

Know how to respond to emergencies other than injuries and illnesses in the play environment

Assessment criteria

The learner can:

1. give **three** examples of the different types of **emergencies** that may occur in **play environments**
2. describe the procedures to follow for three different types of **emergencies** that may occur in **play environments**
3. outline why it is important to remain calm and **communicate** clearly with people during an **emergency**.

Range

Emergency

A situation requiring an immediate response, ranging from calling 999 to a problem that requires prompt action by staff within the play environment

Play environments

Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised

Communicate

Conveying knowledge, information, feelings, ideas, needs or wants to others

Unit 206

The Safeguarding and Welfare of Children and Young People in the Play Environment

Level: 2

Credit value: 2

Unit aims

This unit covers the knowledge and understanding that playworkers need to safeguard and provide for the welfare of children and young people in the play environment.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

206.1: Understand the requirements for safeguarding children and young people in a play environment

206.2: Know about the different forms of abuse that can affect children and young people

206.3: Know how to respond to concerns about children and young people's welfare

206.4: Know how to maintain the welfare of children and young people in the play environment

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit links to the following NOS

PW35 - Contribute to the health, safety, security and welfare of children and young people using the play environment

Assessment and grading

This unit will be assessed by an assignment which is externally set and internally marked

Unit 206

The Safeguarding and Welfare of Children and Young People in the Play Environment

206.1

Understand the requirements for safeguarding children and young people in a play environment

Assessment criteria

The learner can:

1. identify national **policies, guidance and procedures** relevant to safeguarding children and young people's welfare
2. outline local **policies, guidance and procedures** in relation to safeguarding
3. describe the playworker's responsibilities in relation to national and local policies, procedures and guidance for safeguarding children and young people.

Range

Policies, guidance and procedures

Local and national guidance and regulations eg: Children Act (Home Country), Every Child Matters - Legislation

Unit 206

The Safeguarding and Welfare of Children and Young People in the Play Environment

206.2

Know about the different forms of abuse that can affect children and young people

Assessment criteria

The learner can:

1. describe what is meant by the **four types** of abuse that can affect children and young people:
 - physical
 - emotional
 - sexual
 - neglect
2. give **one** example of when **bullying** may constitute abuse
3. identify **four** signs or **indicators** for each of the following types of abuse:
 - physical
 - emotional
 - sexual
 - neglect
4. describe how **signs of abuse** can be subtle and may be expressed in play, artwork and the way that children and young people approach relationships with other children, young people and adults.

Range

Types

Physical, emotional, neglect, sexual, bullying and harassment.

Bullying

Aggression persistently and/or deliberately directed against a particular target or victim.

Indicators/signs of abuse

Become withdrawn, develop low esteem and lack of confidence, develop behavioural (aggression), experience school related issues (loss of concentration, non-attendance), suffer depression, self-harm (in extreme circumstances can cause death), suffer injury, pain

Unit 206

The Safeguarding and Welfare of Children and Young People in the Play Environment

206.3

Know how to respond to concerns about children and young people's welfare

Assessment criteria

The learner can:

1. describe how to observe and record **concerns** about possible abuse, distinguishing between:
 - Observation
 - Facts
 - Information gained from others
 - Opinion
2. explain the necessity of information sharing between individuals and between organisations in relation to children and young people's welfare
3. identify **assessment frameworks or guidelines** designed to safeguard the welfare of children and young people
4. identify where to get advice, support and further information on issues to do with safeguarding children's welfare
5. explain how assumptions, attitudes and discrimination can influence practice in relation to **safeguarding children and young people**
6. explain how **assumptions, attitudes and discrimination** prevent some children and young people from having equality of opportunity and equal protection from harm.

Range

Concerns

Troubles that need support and action

Assessment frameworks or guidelines

Codes of practice, procedures to follow.

Safeguarding children and young people

The total well being of children and young people, their welfare and protection from harm.

Assumptions, attitudes and discrimination

Practice and attitudes that fail to acknowledge an individual's right to participate in play and exercise freedom of choice

Unit 206

The Safeguarding and Welfare of Children and Young People in the Play Environment

206.4

Know how to maintain the welfare of children and young people in the play environment

Assessment criteria

The learner can:

1. describe how and when to intervene when children or young people's **personal hygiene** is interfering with them playing with others
2. describe how and when to intervene when children or young people's **hunger** is affecting their ability to play
3. identify occasions when it's necessary to provide **intimate personal care or assistance** to a child or young person
4. outline how to ensure that respect is shown for the child or young person and that their dignity is maintained when providing **intimate personal care or assistance**
5. identify why it is important that a child or young person has the right to take part in decisions that may affect them.

Range

Personal hygiene

Cleanliness, body odour

Hunger

Insufficient nutrition

Intimate personal care or assistance

Support with washing and toileting, issues to do with puberty.

Level: 3

Credit value: 3

Unit aims

This unit covers the knowledge and understanding and some elements of practice that playworkers need to support children and young people's play and apply reflective practice.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

- 301.1: Know how to work with children and young people to create play spaces
- 301.2: Know how to ensure a play space is inclusive
- 301.3: Know how to identify children and young people's play needs and wants
- 301.4: Know how to support children and young people's play
- 301.5: Be able to apply playwork practice
- 301.6: Know how to reflect on own playwork practice

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit links to the following NOS

PW36 - Help to improve your own practice and the work of your playwork team

Assessment and grading

This unit will be assessed by an assignment which is externally set and internally marked

Unit 301

301.1

Reflective Playwork Practice

Know how to work with children and young people to create play spaces

Assessment criteria

The learner can:

1. describe the playworker's role in working with **children and young people** to create **play spaces**
2. explain the concept of '**loose parts**' and its contribution to creating **play spaces**
3. give **two** examples of each of the following types of **play spaces**
 - Physical
 - Affective
 - Transient
 - Permanent
4. outline how each different type of **play space** is important to **children and young people's** play
5. outline how **children and young people's** development can affect their ability or willingness to take part in:
 - creating **play spaces**
 - changing/adapting **play spaces**.

Range

Children and young people

All children and young people of school age with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics.

Play spaces

Any area – physical, affective, permanent or transient – that supports and enriches the potential for children and young people's self-directed play. A play environment may consist of one or any number of play spaces.

Loose parts

Resources

Affective

Pays attention to and supports a variety of feelings and moods, has particular areas, materials and or props that at a different time encourages the expressions, experience or experimentation with a range of emotions.

Assessment criteria

The learner can:

1. outline why it is important to have an inclusive approach to creating play spaces
2. define 'separate'/segregated' and 'inclusive' play provision
3. describe how to remove **barriers** that prevent some children and young people accessing play and play spaces
4. describe how to identify the **specific needs** of individual children and young people when creating play spaces and taking part in play
5. outline how to balance **the rights of the children or young people** to play in a self-directed way with the rights of others.

Range

Barriers

Things that prevent or discourage children and young people from taking part in play provision - physical barriers for disabled children and young people, but also include wider issues such as discrimination, lack of positive images, lack of culturally acceptable activities and customs, language barriers and many other factors that affect different communities.

Specific needs

Requirements that are a particular need to a child or young person.

The rights of the children or young people

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

Unit 301

301.3

Reflective Playwork Practice

Know how to identify children and young people's play needs and wants

Assessment criteria

The learner can:

1. describe **two** different methods of **observing** children and young people at play
2. describe **two** methods of gaining **feedback** from children and young people with due regard to their preferred methods of **communication**
3. describe how to use information gained from **observation** and **feedback** to identify play needs and wants
4. outline how children and young people's development can affect their play needs and wants.

Range

Observing

The purpose of observation in a play environment is to observe children and young people's play behaviours and the response of adults to ensure the environment continues to provide effective play spaces e.g. play types, cues and returns and playworkers' interventions - these observations are not for the purpose of monitoring children's development, planning activities or a curriculum; observations may or may not be recorded.

Feedback

Other people – children, young people or colleagues – telling you what they think.

Communication

Conveying knowledge, information, feelings, ideas, needs or wants to others.

Unit 301

304.4

Reflective Playwork Practice

Know how to support children and young people's play

Assessment criteria

The learner can:

1. outline how to identify when children and young people need **support** within the play space
2. describe how a playworker can **support**, without taking control, children and young people to adapt a play space
3. describe four possible **interventions** that could be used to adjust levels of challenge and stimulation during children and young people's play
4. describe how to bring play to an end in a way that is sensitive to the children and young people and their level of development and involvement.

Range

Support

A process by which the playworker might encourage, help, inspire, motivate or advocate for children and young people without directing, controlling or instructing children and young people

Interventions

A range of methods the playworker can use in the play environment. these may range from complete non-involvement through to specific intervention and may include: waiting to be invited to play; enabling un-interrupted play; enabling children and young people to explore their own values; leaving children and young people to improve their own performance; leaving the content/intent of play to the children/young people; letting the children and young people decide why they play; enabling the children and young people to decide what is appropriate behaviour; only organising when children and young people want you to

Assessment criteria

The learner can:

1. identify the play needs and wants of children and young people
2. work with children and young people to create two types of **play space** that address their play needs and wants
3. adapt **interventions** to meet the play needs and wants of all children and young people.

Range**Play space**

Any area – physical, affective, permanent or transient – that supports and enriches the potential for children and young people’s self - directed play

Interventions

A range of methods the playworker can use in the play environment these may range from complete non-involvement through to specific intervention and may include: waiting to be invited to play; enabling un-interrupted play; enabling children and young people to explore their own values; leaving children and young people to improve their own performance; leaving the content/intent of play to the children/young people; letting the children and young people decide why they play; enabling the children and young people to decide what is appropriate behaviour; only organising when children and young people want you to

Assessment criteria

The learner can:

1. outline why it is important to **reflect** on all aspects of own **playwork practice**, including relationships with other people
2. outline what is meant by reflective practice
3. describe how to use **observations** of, and explicit **feedback** from, children and young people to reflect on own **playwork practice**
4. identify what is meant by constructive feedback
5. describe how to gather and handle constructive feedback from others, for example **colleagues** and parents
6. explain how to use **observations** and **feedback** to adapt own **playwork practice**.

Range

Reflect

Thinking about your work and identifying what you do well and what you could improve in.

Playwork practice

What you do in the play environment to implement the Playwork Principles, including what you say and don't say and what you do and don't do.

Observations

Observe children and young people's play behaviours and the response of adults to ensure the environment continues to provide effective play spaces e.g. play types, cues and returns and playworkers' interventions - observations are not for the purpose of monitoring children's development, planning activities or a curriculum; observations may or may not be recorded.

Feedback

Other people – children, young people or colleagues – telling you what they think.

Colleagues

The people you work with – people working at the same level as yourself or your manager(s).

Level: 2

Credit value: 3

Unit aims

This unit covers the knowledge, understanding and some elements of practice that playworkers need to reflect on their own work and develop effective working relationships with their colleagues.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

207.1: Know how to develop own playwork practice

207.2: Know how to work as part of a playwork team

207.3: Be able to reflect on playwork practice as part of a team

Guided learning hours

It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit links to the following NOS

PW36 - Help to improve your own practice and the work of your playwork team

Assessment and grading

This unit will be assessed by an assignment which is externally set and internally marked

Assessment criteria

The learner can:

1. describe how to identify own strengths, and areas of **playwork practice** that need further development
2. describe how to identify **goals and targets** for own **continuing development**
3. outline how a playworker's **colleagues** and line manager can help a playworker to develop their skills and knowledge
4. identify sources of help on training and development from inside and outside a **playwork organisation**, including sources with inclusive and rights-based approaches to playwork
5. explain why it is important to continue to review and update personal development on a regular basis
6. identify ways of continuing to review and improve own practice.

Range

Playwork practice

What you do in the play environment to implement the Playwork Principles, including what you say and don't say and what you do and don't do.

Goals and targets

Developing new skills, levels of understanding or taking on new responsibilities.

Continuing development

An ongoing process to support your individual professional development; this could involve going on a course, or observing other members of staff doing things that are new to you, receiving instructions from other members of staff on new things you have to do, having the opportunity to practise new skills, reading playwork theory, relevant research.

Colleagues

The people you work with – people working at the same level as yourself or your manager(s).

Playwork organisation

The organisation that you work directly for – eg; a playscheme, playcentre, adventure playground, Local Authority Play Team, etc

Assessment criteria

The learner can:

1. explain why effective team work is important in an **inclusive play environment**
2. identify external organisations and staff with whom a playworker may need to develop effective team relationships
3. outline why it is important for a playworker to understand **the purpose and objectives** of their team
4. outline why it is important for a playworker to be clear about own **role** and **responsibilities** and those of others in the team
5. describe the importance of clear **communication** within a playwork team
6. identify the types of information a playworker should **communicate** to others in the team
7. describe how a playworker should interact effectively with other people to build an effective team
8. explain why it may be important to challenge existing practice within a playwork team and how to do so constructively
9. describe how to handle differences of opinion and conflict within the team.

Range

Inclusive

Ensuring that play provision is open and accessible to all and takes positive action in removing barriers so that all children and young people, including disabled and non-disabled, and those from other minority groups, can participate.

Play environment

Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.

The purpose and objectives

The aims and philosophy which the team works towards

Role

What the playworker should be doing.

Responsibilities

The playworkers' guidelines and accountability.

Communicate/communication

Conveying knowledge, information, feelings, ideas, needs or wants to others.

Unit 207

207.3

Developing Own Playwork and Team Practice

Be able to reflect on playwork practice as part of a team

Assessment criteria

The learner can:

1. use **observations** of, and feedback from, children and young people to **reflect** on own playwork practice
2. use **feedback** from colleagues and parents and others to **reflect** on own **playwork practice**
3. share reflections with a team colleague to identify how own **playwork practice** can be adapted and developed
4. identify potential training and development routes to enhance own **playwork practice**
5. demonstrate effective working relationships with other team members.

Range

Observations

The purpose of observation in a play environment is to observe children and young people's play behaviours and the response of adults to ensure the environment continues to provide effective play spaces e.g. play types, cues and returns and playworkers' interventions - observations are not for the purpose of monitoring children's development, planning activities or a curriculum; observations may or may not be recorded.

Reflect

Thinking about your work and identifying what you do well and what you could improve in.

Feedback

Other people – children, young people or colleagues – telling you what they think.

Playwork practice

What you do in the play environment to implement the Playwork Principles, including what you say and don't say and what you do and don't do.

Level: 3

Credit value: 4

Unit aims

This unit covers the competence that the learner needs to support relationships in the play environment.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

302.1: Be able to develop and maintain relationships with children and young people

302.2: Be able to support relationships between children and young people and others in the play environment

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit links to the following NOS

PW33 - Support relationships in the play environment

Assessment and grading

This unit will be assessed by portfolio of evidence

Unit 302

302.1

Support Relationships in the Play Environment

Be able to develop and maintain relationships with children and young people

Assessment criteria

The learner can:

1. establish a rapport with children and young people in the **play environment**
2. give respect to all children and young people in the **play environment**
3. **actively listen** to children and young people and value what they say, experience and feel
4. **communicate** with children and young people in a way that is appropriate to the individual, using both **conventional languages** and **body language**
5. provide children and young people with reasons for actions when appropriate
6. check that children and young people understand what is communicated
7. be **responsive** to children and young people's questions, ideas and suggestions
8. support children and young people in making choices for themselves
9. value all children and young people's **individuality** and **differences**
10. give attention to individual children and young people in a way which is fair to them and the group as a whole.

Range

Play environment

Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.

Actively listen

Interaction acknowledging that message/communication has been received

Communicate/communication

Conveying knowledge, information, feelings, ideas, needs or wants to others.

Conventional languages

Any universal language that follows a set of rules or conventions, for example, spoken languages, such as English, Welsh, Irish, Hindi, Gujarati or BSL (British Sign Language), ISL (Irish sign language) PECS (Picture Exchange Communication System), MAKATON etc. Conventional languages are universal (i.e. contain universally understood structures and rules), not specific to people or contexts.

Body language

Gestures, postures, and facial expressions by which a person shows various physical, mental, or emotional states and communicates non-verbally with others.

Responsive

Listen and react positively.

Individuality

The combination of qualities and characteristics that distinguish one person from others

Differences

The way that one person is different to others for example because of their appearance, attitudes, behaviour, likes, dislikes, ways of communicating, ability etc.

Unit 302

302.2

Support Relationships in the Play Environment

Be able to support relationships between children and young people and others in the play environment

Assessment criteria

The learner can:

1. support all children and young people to **communicate effectively** with others
2. encourage children and young people to understand other people's **individuality, diversity** and **differences**
3. help children and young people to understand and respect other people's feelings and points of view
4. support children and young people to develop **group agreements** about the way they interact with others
5. support children and young people experiencing **transitions** and other issues that impact on their behaviour and relationships
6. support children and young people who have been affected by the behaviour of others, when that support is what they want
7. where appropriate, encourage and support children and young people to deal with **conflict** for themselves.

Range

Communicate

Conveying knowledge, information, feelings, ideas, needs or wants to others.

Effectively

Producing a successful outcome for the persons involved

Individuality

The combination of qualities and characteristics that distinguish one person from others

Diversity

Where there is difference and variety that reflects a broad mix of people from, for example, various demographic, socio-economic, ethnic and cultural backgrounds and types of ability

Differences

The way that one person is different to others for example because of their appearance, attitudes, behaviour, likes, dislikes, ways of communicating, ability etc.

Group agreements

Decisions made after discussion with and between children and young people on how they would like to be treated by/treat others - agreements are often made on an ad hoc basis to fit a particular or spontaneous situation, but can also be made on an informal or formal basis - they are flexible and exist to accommodate children and young people's requirements and preferences, rather than be rules imposed by adults.

Transitions

Most children and young people naturally pass through a number of physical and emotional stages as they grow and develop, also be expected to cope with changes such as movement from primary to secondary school and for disabled children or children with chronic ill health, there may be an additional change of support moving from children's to adult services - such changes are commonly referred to as transitions - children may have to face very particular and personal transitions not necessarily shared or understood by all their peers e.g. family illness or the death of a close relative; divorce and family break-up; issues related to sexuality; adoption; the process of asylum; disability; parental mental health; and the consequences of crime.

Conflict

Incompatibility in the play environment eg; relationship with others, who's turn is it to go next?

Unit 302 Support Relationships in the Play Environment

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum:

- All types of ways to communicate

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is allowed for 2.5 only, if there is no naturally occurring evidence is available.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Unit 303

Work with Children and Young People to Create Play Spaces and Support Freely Chosen Self-Directed Play

Level: 3

Credit value: 7

Unit aims

This unit covers the competence that the learner needs, to work with children and young people to create play spaces and support freely chosen self-directed play.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

303.1: Be able to work with children and young people to create a variety of play spaces

303.2: Be able to support children and young people's freely chosen, self-directed play

Guided learning hours

It is recommended that **50** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit links to the following NOS

PW34 - Work with children and young people to create play spaces and support freely chosen, self-directed play

Assessment and grading

This unit will be assessed by portfolio of evidence

Unit 303

Work with Children and Young People to Create Play Spaces and Support Freely Chosen Self-Directed Play

303.1

Be able to work with children and young people to create a variety of play spaces

Assessment criteria

The learner can:

1. use own **observations**, and **feedback** from children and young people, to identify their play needs and wants
2. work with children and young people to develop possibilities for **play spaces** that meet their needs and wants
3. support all children and young people to create **play spaces** appropriate to their individual needs and requirements
4. **support** children and young people to adapt **play spaces** to provide challenge, stimulation, rest or relaxation
5. contribute to ensuring there is sufficient flexibility, variety and choice of resources to enable children and young people to adapt the **play space**
6. seek advice and **support** from **colleagues** throughout this process of creating **play spaces**.

Range

Observations

The purpose of observation in a play environment is to observe children and young people's play behaviours and the response of adults to ensure the environment continues to provide effective play spaces e.g. play types, cues and returns and playworkers' interventions - observations are not for the purpose of monitoring children's development, planning activities or a curriculum; observations may or may not be recorded.

Feedback

Other people – children, young people or colleagues – telling you what they think.

Play space

Any area – physical, affective, permanent or transient – that supports and enriches the potential for children and young people's self-directed play. A play environment may consist of one or any number of play spaces.

Support

A process by which the playworker might encourage, help, inspire, motivate or advocate for children and young people without directing, controlling or instructing children and young people.

Colleagues

The people you work with – people working at the same level as yourself or your manager(s).

Unit 303

Work with Children and Young People to Create Play Spaces and Support Freely Chosen Self-Directed Play

303.2

Be able to support children and young people's freely chosen, self-directed play

Assessment criteria

The learner can:

1. **support** all children and young people's right to play
2. **observe** children and young people involved in play
3. respond to play cues appropriately
4. support children and young people to explore their play spaces
5. support the **play process** in a way that does not undermine the children and young people's personal control and involvement
6. leave children and young people to determine the content and intent of their play
7. choose an **intervention style** that enables children and young people to extend their play
8. take part in play only when invited by children and young people through their **play cues**
9. intervene in children and young people's play when their or others' health, safety or welfare requires it
10. enable play to end in a way that is appropriate to the children and young people, their level of involvement and the requirements of your organisation.

Range

Observe

The purpose of observation in a play environment is to observe children and young people's play behaviours and the response of adults to ensure the environment continues to provide effective play spaces e.g. play types, cues and returns and playworkers' interventions - observations are not for the purpose of monitoring children's development, planning activities or a curriculum; observations may or may not be recorded.

Support

A process by which the playworker might encourage, help, inspire, motivate or advocate for children and young people without directing, controlling or instructing children and young people.

Play process

What the child goes through and what they experience and what they feel whilst they are engaged in playing.

Intervention style

A range of methods the playworker can use in the play environment - these may range from complete non-involvement through to specific intervention and may include: waiting to be invited to play; enabling un-interrupted play; enabling children and young people to explore their own values; leaving children and young people to improve their own performance; leaving the content/intent of play to the children/young people; letting the children and young people decide why they play; enabling the children and young people to decide what is appropriate behaviour; only organising when children and young people want you to.

Play cues

Facial expressions, language or body language that communicate the child or young person's wish to play or invite others to play.

Unit 303

Work with Children and Young People to Create Play Spaces and Support Freely Chosen Self-Directed Play

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Unit 208

Contribute to the Health, Safety, Security and Welfare of Children and Young People using the Play Environment

Level: 2

Credit value: 5

Unit aims

This unit covers the competence that the learner needs to contribute to the health, safety, security and welfare of children and young people using the play environment.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

208.1: Be able to support the health, safety and security of children and young people

208.2: Be able to respond to emergencies

208.3: Be able to help to safeguard the welfare of children and young people

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit links to the following NOS

PW35 - Contribute to the health, safety, security and welfare of children and young people using the play environment

Assessment and grading

This unit will be assessed by portfolio of evidence

Unit 208

Contribute to the Health, Safety, Security and Welfare of Children and Young People using the Play Environment

208.1

Be able to support the health, safety and security of children and young people

Assessment criteria

The learner can:

1. identify the following types of **hazards** in the play environment:
 - physical
 - emotional
 - behavioural
 - environmental
2. assess the risks that **hazards** present
3. enable children and young people to assess **risks** for themselves
4. manage the **risks** according to the policies of the organisation whilst maintaining acceptable challenge and **risk**
5. get advice from colleagues when unsure about how to assess and deal with a **hazard**
6. **support** children and young people to take responsibility for their own health, safety and security
7. make sure own actions do not endanger the **health, safety and security** of children and young people
8. follow the **organisation's procedures** for ensuring the safety and security of the children and young people on arrival and departure
9. maintain records on **health, safety and security** as required by your organisation
10. keep toilet and washing areas clean, hygienic and stocked.

Range

Hazards

Something that may cause harm to the health, safety and welfare of users of the play environment, for example, broken glass, faulty play equipment, doors being left open that should be closed.

Risks

The possibility of a hazard actually causing harm – and the seriousness of harm it may cause – to children, young people and others, this will often be influenced by the level of understanding and development of the children and young people involved.

Support

A process by which the playworker might encourage, help, inspire, motivate or advocate for children and young people without directing, controlling or instructing children and young people.

Health, safety and security

Total Well-being of children and young people usually assessed through - Risk assessments, health and safety policies and procedures.

Organisation's procedures

What your organisation says its staff should and should not do in certain situations.

Unit 208

Contribute to the Health, Safety, Security and Welfare of Children and Young People using the Play Environment

208.2

Be able to respond to emergencies

Assessment criteria

The learner can:

1. identify and respond to the following types of **emergency**:
 - injuries
 - signs of illness
 - requiring evacuation of the play environment
 - involving the security of children and young people
2. remain calm and follow the correct **procedures** for the **emergency** according to agreed role and responsibilities
3. communicate clearly with those involved in the **emergency**
4. protect those involved in the **emergency** from harm
5. give reassurance and comfort to the people involved, if wanted
6. give other people providing assistance clear information about what has happened
7. follow the correct **procedures** for reporting and recording the emergency.

Range

Emergency

A situation requiring an immediate response, ranging from calling 999 to a problem that requires prompt action by staff within the play environment

Procedures

What your organisation says its staff should and should not do in certain situations

Unit 208

Contribute to the Health, Safety, Security and Welfare of Children and Young People using the Play Environment

208.3

Be able to help to safeguard the welfare of children and young people

Assessment criteria

The learner can:

1. follow the **organisation's procedures** for safeguarding the welfare of children and young people
2. record and report any **concerns** about children and young people's welfare, being sensitive to the child and the situation
3. support the child/young person's right to their voice being heard in decisions concerning their welfare
4. encourage children and young people to be aware of potential risks to their welfare and how to protect themselves
5. respect **confidential information** about children and young people.

Range

Organisation's procedures

What your organisation says its staff should and should not do in certain situations

Concerns

The awareness of indicators (verbal or behavioural from the child/young person or information from third parties) that a child/young person's physical or emotional well-being has been disrupted - indicators could result from for example bereavement, difficulties or transitions at home or school. Indicators may also suggest the possibility of child abuse or an abusive situation

Confidential information

Information that is only shared with people who have the right to have the information

Unit 208 Contribute to the Health, Safety, Security and Welfare of Children and Young People using the Play Environment

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum:

- All types of hazard
- Three types of emergency

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is allowed for the whole of learning outcome 2 only, if there is no naturally occurring evidence is available.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Unit 209

Help to Improve Own Practice and the Work of the Playwork Team

Level: 2

Credit value: 4

Unit aims

This unit covers the competence that the learner needs to help to improve their practice and the work of the playwork team.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

208.1: Be able to reflect on own playwork practice

208.2: Be able to improve own playwork practice

208.3: Be able to support the work of the playwork team

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit links to the following NOS

PW36 - Help to improve your own practice and the work of your playwork team

Assessment and grading

This unit will be assessed by portfolio of evidence

Unit 209

Help to Improve Own Practice and the Work of the Playwork Team

209.1

Be able to reflect on own playwork practice

Assessment criteria

The learner can:

1. take note of children and young people's responses to own **playwork practice**
2. ask for constructive **feedback** on own **playwork practice** from **colleagues**
3. take note of responses to own **playwork practice** from other adults
4. evaluate all aspects of own **playwork practice**.

Range

Playwork practice

What you do in the play environment to implement the Playwork Principles, including what you say and don't say and what you do and don't do

Feedback

Other people – children, young people or colleagues – telling you what they think.

Colleagues

The people you work with – people working at the same level as yourself or your manager(s)

Unit 209

Help to Improve Own Practice and the Work of the Playwork Team

209.2

Be able to improve own playwork practice

Assessment criteria

The learner can:

1. work with an appropriate person to:
 - identify own strengths, and areas where **playwork practice** could improve
 - plan ways in which **playwork practice** could improve
 - identify **goals and targets**
2. take part in **continuing professional development** that is relevant to own **goals and targets**
3. review own **personal development**
4. identify new areas of skill and knowledge to achieve new **goals and targets**.

Range

Playwork practice

What you do in the play environment to implement the Playwork Principles, including what you say and don't say and what you do and don't do.

Goals and targets

These could be developing new skills, levels of understanding or taking on new responsibilities.

Continuing professional development (CPD)

An ongoing process to support your individual professional development; this could involve going on a course, or observing other members of staff doing things that are new to you, receiving instructions from other members of staff on new things you have to do, having the opportunity to practise new skills, reading playwork theory, relevant research.

Personal development

A process that will support your own personal understanding, skills and knowledge

Unit 209

Help to Improve Own Practice and the Work of the Playwork Team

209.3

Be able to support the work of the playwork team

Underpinning knowledge

The learner can:

1. support the **purpose and objectives** of the team
2. carry out own role and responsibilities within the team
3. **communicate** clearly with line manager, team members and other professionals, making sure they have the information they need
4. interact with others in a way that supports good team work
5. identify and suggest ways in which the team could improve its work, challenging existing practice where necessary
6. respond to differences of opinion and conflict constructively
7. seek **advice and support** from relevant people when needed.

Range

Purpose and objectives

The aims and philosophy which the team works towards eg mission statement

Communicate

Conveying knowledge, information, feelings, ideas, needs or wants to others.

Unit 209 Help to Improve Own Practice and the Work of the Playwork Team

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum:

- Two types of others

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Unit 210

Contribute to Providing Food and Drink in the Play Environment

Level: 2

Credit value: 8

Unit aims

This unit covers the competence that the learner needs to contribute to providing food and drink in the play environment.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

210.1: Be able to provide food and drink in a play environment

210.2: Know how to contribute to providing food and drink in the play environment

Guided learning hours

It is recommended that **55** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit links to the following NOS

PW25 - Contribute to providing food and drink in the play environment

Assessment and grading

This unit will be assessed by portfolio of evidence

Unit 210

Contribute to Providing Food and Drink in the Play Environment

210.1

Be able to provide food and drink in a play environment

Assessment criteria

The learner can:

1. research specific **dietary and cultural needs** of children and young people in the play environment
2. contribute to providing a variety of food and drink so that children and young people can choose what and when they eat and drink within **organisational guidelines**
3. involve children and young people in the processes of preparation, serving and clearing away, if that is what they want
4. ensure food storage and preparation meet **organisational and legal requirements**
5. be responsive to any child or young person who may need support or assistance with food or drink.

Range

Dietary and cultural needs

The types of food and drinks that children and young people are allowed or not allowed to consume according to the requirements of their culture, for example Moslem or Jewish children not eating pork or Hindu children not eating beef.

Organisational guidelines

The play settings code of conduct, methods of working.

Organisational and legal requirements

The Play setting's guidance and the laws of the home country linked to food and drink - in the play environment

Unit 210

Contribute to Providing Food and Drink in the Play Environment

210.2

Know how to contribute to providing food and drink in the play environment

Assessment criteria

The learner can:

1. describe relevant **legal requirements** relating to the storage, preparation and serving of food
2. outline the relationship between nutrition and children and young people's **development**
3. describe the effect of food intake on children and young people's ability to play
4. describe how food may be used as a play resource and issues related to this
5. identify the types of food and drink which are consistent with **healthy eating**
6. identify food and drink that meet **cultural and specific dietary requirements**, including allergies
7. outline how to **negotiate** with parents in regard to what children and young people should eat
8. outline the importance of children and young people participating in the selection, preparation, serving and clearing away of food and drink
9. describe **risk assessments** covering children and young people being in food preparation areas.

Range

Legal requirements

The laws of the home country linked to food and drink in the play environment

Development

This includes play-related aspects of human growth from birth through adolescence e.g. 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; socialization - the process by which children and young people adjust to society and its demands.

Healthy eating

Food and drink that provides nutrition and sustenance, for the children and young people, without causing harm

Cultural and specific dietary requirements

The types of food and drinks that children and young people are allowed or not allowed to consume according to the requirements of their culture, for example Moslem or Jewish children not eating pork or Hindu children not eating beef.

Negotiate

To discuss and decide on a course of action.

Risk assessments

Working out the level of harm that could occur from the action or hazard

Unit 210 Contribute to Providing Food and Drink in the Play Environment

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Unit 211

Contribute to the Administration of the Play Environment

Level: 2

Credit value: 8

Unit aims

This unit covers the competence that the learner needs to contribute to the administration of the play environment.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

211.1: Be able to process financial transactions relevant to the play environment

211.2: Be able to handle information relevant to the play environment

211.3: Be able to maintain records relevant to the play environment

211.4: Know how to process payments relevant to the play environment

211.5: Know how to handle information relevant to the play environment

211.6: Know how to maintain records relevant to the play environment

Guided learning hours

It is recommended that **50** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit links to the following NOS

PW31 - Contribute to the administration of the play environment

Assessment and grading

This unit will be assessed by portfolio of evidence

Unit 211

Contribute to the Administration of the Play Environment

211.1

Be able to process financial transactions relevant to the play environment

Assessment criteria

The learner can:

1. record the details of transactions accurately, **legibly** and promptly
2. make sure all calculations are correct
3. issue and obtain receipts
4. keep all money, cheques, records and receipts securely
5. refer any issues regarding **finance** promptly to the appropriate person
6. follow the organisation's **financial procedures**.

Range

Legibly

So it can be easily and clearly read.

Finance

Money, fees and accounts.

Financial procedures

What the organisation says you should or should do linked to any money/financial issues

Unit 211

Contribute to the Administration of the Play Environment

211.2

Be able to handle information relevant to the play environment

Assessment criteria

The learner can:

1. respond to enquiries about arrangements for children and young people attending the play environment
2. collect the necessary **information** about the children, young people and their families
3. record this information clearly and fully
4. pass the information on to the responsible colleague following **organisational procedures**
5. treat enquirers politely and courteously and in a way that is appropriate to their needs.

Range

Information

Data, personal details including full names, addresses, contact numbers and parents/carers details.

Organisational procedures

What your organisation says its staff should and should not do

Unit 211

Contribute to the Administration of the Play Environment

211.3

Be able to maintain records relevant to the play environment

Assessment criteria

The learner can:

1. store the **records** securely but in a way which allows them to be quickly found and retrieved
2. restrict access to the records according to the agreements on **confidentiality** and **organisational and legal requirements**
3. promptly provide information to **authorised people** on request.

Range

Records

Written/data processed information

Confidentiality

Who should and should not have access to information, information that is only shared with people that have the right to have the information.

Organisational and legal requirements

Recommended and regulatory standards

Authorised people

Line managers, regulators

Unit 211 **Contribute to the Administration of the Play Environment**

211.4 Know how to process payments relevant to the play environment

Assessment criteria

The learner can:

1. describe the **organisational procedures** which must be followed for **finance**
2. outline why it is important to process transactions according to procedures
3. describe how to record **financial transactions** according to procedures and legal requirements
4. outline why it is important to issue and retain receipts
5. outline why it is important to store money, cheques, records and receipts securely
6. identify the appropriate colleague to refer issues associated with **finance**
7. describe the types of issues that may occur with **finance and financial transactions**.

Range

Organisational procedures

What your organisation says its staff should and should not do

Finance and financial transactions

Monies/fees asked for by organisation/ monies/ fees paid to organisation, petty cash

Unit 211

Contribute to the Administration of the Play Environment

211.5

Know how to handle information relevant to the play environment

Assessment criteria

The learner can:

1. outline why it is important to deal with **enquiries** promptly and courteously
2. describe the types of enquiry which are likely to be made
3. describe how to deal with a range of different **enquiries**
4. identify the types of **enquiries** which may need to be passed on to an appropriate colleague
5. identify the appropriate colleague to deal with **enquiries** that need to be passed on
6. describe the **types of information** which needs to be collected about children and their families.

Range

Enquiries

The seeking of information

Types of information

Including, names, ages, addresses, place of school attended

Unit 211

Contribute to the Administration of the Play Environment

211.6

Know how to maintain records relevant to the play environment

Assessment criteria

The learner can:

1. describe own responsibilities in relation to **legislation covering data protection**
2. outline why it is important to keep records complete, legible and up-to-date
3. outline why it is important to store records securely but in a way which enables them to be found quickly
4. outline the importance of **confidentiality** and **information sharing** in the play environment
5. describe how **confidentiality** and **information sharing** is maintained in own play environment.

Range

Legislation covering data protection

Data protection laws

Confidentiality

Who should and should not have access to information, information that is only shared with people that have the right to have the information

Information sharing

Giving information to other children, colleagues or parent /carers

Unit 211 Contribute to the Administration of the Play Environment

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Unit 212

Support the Travel of Children and Young People outside the Play Environment

Level: 2

Credit value: 13

Unit aims

This unit covers the competence that the learner needs to support the travel of children and young people outside the play environment.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

212.1: Be able to support the arrival and departure of children and young people

212.2: Be able to support children and young people during travel

212.3: Understand the principles of supporting the travel of children and young people outside the play environment

212.4: Understand how to escort children and young people outside of the play environment

Guided learning hours

It is recommended that **80** hours should be allocated for this unit. This may be on a full-time or part-time basis

Details of the relationship between the unit and relevant national occupational standards

This unit links to the following NOS

PW32 - Support the travel of children and young people outside the play environment

Assessment and grading

This unit will be assessed by portfolio of evidence

Unit 212

Support the Travel of Children and Young People Outside the Play Environment

212.1

Be able to support the arrival and departure of children and young people

Assessment criteria

The learner can:

1. gather information about the children and young people to be dropped off/picked up
2. communicate arrangements to other staff when relevant
3. remind children and young people about **health and safety issues** relating to arriving at and leaving the play environment
4. follow **organisational procedures** for **staff/child ratios**
5. follow agreed procedures to meet children and young people when picking up
6. follow **organisational procedures** to check that all children and young people have been accounted for
7. deal with any issues that may arise in a calm manner
8. behave in a way that maintains a professional relationship with the **relevant organisations**.

Range

Health and safety issues

Guidance and procedures linked to health and safety of children and young people

Organisational procedures

What your organisation says its staff should and should not do

Staff/child ratios

The number of staff to children and young people as laid down in recommendations and regulations

Relevant organisations

Other organisations eg: schools, social services, transport companies

Unit 212

Support the Travel of Children and Young People Outside the Play Environment

212.2

Be able to support children and young people during travel

Assessment criteria

The learner can:

1. when necessary, remind children and young people of agreed ways to keep safe during travel
2. be sensitive to the needs of children and young people and offer help when required
3. follow your **organisation's procedures** for travel:
 - on foot
 - by public transport
 - by private transport
4. respond to children and young people's feelings and behaviour as they move from one environment to another
5. encourage children and young people to look after their belongings
6. offer children and young people **assistance** when required.

Range

Organisation's procedures

What your organisation says its staff should and should not do

Assistance

Help and support

Unit 212

Support the Travel of Children and Young People outside the Play Environment

212.3

Understand the principles of supporting the travel of children and young people outside the play environment

Assessment criteria

The learner can:

1. identify the major factors relevant to organising travel for children and young people, including those to do with the **safety and security**
2. describe different travel arrangements which are appropriate to the individual needs of the children and young people, and the **range of journeys** which are being undertaken
3. outline the importance of providing children and young people and other staff/helpers with up to date and accurate information about travel arrangements in good time
4. describe typical preparations which children and young people, and members of staff, would have to make for the range of journeys
5. identify the kinds of **issues** that might occur when supporting children and young people's travel
6. describe **contingency arrangements** appropriate to the types of issues that may arise when children and young people are travelling
7. describe the **organisational and legal requirements** which govern organising, travel for children and young people.

Range

Safety and security

Well being, welfare, reduction of danger

Range of journeys

To and from the play setting, trips outside the local community, local trips - by transport or on foot

Issues

Emotional and physical

Contingency arrangements

Alternative arrangements that may need to be undertaken eg: if the bus breaks down then public transport can be used

Organisational and legal requirements

What your organisation and regulatory bodies says the staff should and should not do

Unit 212

Support the Travel of Children and Young People outside the Play Environment

212.4

Understand how to escort children and young people outside of the play environment

Assessment criteria

The learner can:

1. outline why it is necessary to collect the correct information on the children and young people to be escorted
2. describe the organisation's procedure for **safe escorting**
3. outline why it is important to be at the **designated meeting place** on time
4. outline the importance of using a **designated route**
5. describe how to ensure children and young people can enter the play environment safely
6. describe how to agree ways with children and young people to keep safe during travel
7. describe the feelings that children and young people may experience when moving from one environment to another
8. describe the behaviour that children and young people may exhibit when moving from one environment to another
9. outline how to respond to children's feelings and behaviour about travel as a playworker
10. outline how to maintain the safety and security of belongings and travel documents
11. identify the **records** relevant to journeys that need to be kept
12. explain the importance of record keeping when organising travel.

Range

Safe escorting

To safely accompany the children and young people during travel

Designated meeting place

A place that is known to children, young people and staff – prior to travel

Designated route

A route that is pre-planned, documented and staff and children and young people – know prior to travel

Records

Written information

Unit 212 Support the Travel of Children and Young People Outside the Play Environment

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum:

- All types of modes of transport

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Unit 304

Facilitate a Specific Play Opportunity at Children or Young People's Request

Level: 3

Credit value: 14

Unit aims

This unit covers the competence that the learner needs to facilitate a specific play opportunity at children or young people's request.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

- 304.1: Be able to plan a specific play opportunity
- 304.2: Be able to prepare a specific play opportunity
- 304.3: Be able to implement a specific play opportunity
- 304.4: Understand the principles of facilitating a specific play opportunity at children or young people's request
- 304.5: Know how to plan a specific play opportunity at children and young people's request
- 304.6: Know how to prepare a specific plan opportunity at children and young people's request
- 304.7: Know how to facilitate a specific play opportunity at children and young people's request

Guided learning hours

It is recommended that **85** hours should be allocated for this unit. This may be on a full-time or part-time basis

Details of the relationship between the unit and relevant national occupational standards

This unit links to the following NOS

PW26 - Facilitate a specific play opportunity at children or young people's request

Assessment and grading

This unit will be assessed by portfolio of evidence

Unit 304

Facilitate a Specific Play Opportunity at Children or Young People's Request

304.1

Be able to plan a specific play opportunity

Assessment criteria

The learner can:

1. identify ideas for a **specific play opportunity** appropriate to the play environment
2. only pursue this if it is in line with children and young people's needs and preferences
3. involve the children and young people in planning the opportunity if they choose
4. create a plan for the opportunity which covers
 - reasons for undertaking the opportunity
 - health and safety considerations
 - children and young people's needs and preferences
 - **inclusion**
 - resources required
 - permissions required
 - methods and content
 - **contingencies**
 - monitoring and evaluation
5. discuss the plan with the responsible colleague to gain approval.

Range

Specific play opportunity

A particular play opportunity that would require planning eg; with a community play artist

Inclusion

Ensuring that the play is accessible for all

Contingencies

Things that may happen by chance not pre-planned (eg: a plan for unexpected bad weather)

Unit 304

Facilitate a Specific Play Opportunity at Children or Young People's Request

304.2

Be able to prepare a specific play opportunity

Assessment criteria

The learner can:

1. select and obtain appropriate resources for the opportunity
2. prepare the requirements of the opportunity in an **inclusive** way, according to the plan
3. check the condition and safety of the resources to be used
4. use **environmentally friendly** resources and methods wherever possible
5. ensure own physical and emotional competence to **facilitate the opportunity**
6. gain appropriate permissions to **facilitate the opportunity**.

Range

Inclusive

Ensuring suitability for all children and young people

Environmentally friendly

Will not cause harm to the environment and has been resourced positively

Facilitate the opportunity

To undertake, support and make available without unnecessary difficulties

Unit 304

Facilitate a Specific Play Opportunity at Children or Young People's Request

304.3

Be able to implement a specific play opportunity

Assessment criteria

The learner can:

1. only undertake the opportunity at the children's or young people's request or agreement
2. involve only those who wish to take part and for as long as they wish to take part
3. introduce the opportunity using **inclusive methods**
4. take on an appropriate role in the opportunity, adapting the role if appropriate, including:
 - observing
 - leading
 - taking part
 - facilitating
5. adapt and exercise **flexibility** with the plan in order to respond to children and young people's current needs and preferences
6. bring the opportunity to **an effective close**.

Range

Inclusive methods

Ways of working to ensure suitability for all children and young people.

Flexibility

Not rigid or constrained, varied.

An effective close

A successful outcome for the children and young people involved

Unit 304

Facilitate a Specific Play Opportunity at Children or Young People's Request

304.4

Understand the principles of facilitating a specific play opportunity at children or young people's request

Assessment criteria

The learner can:

1. describe how to ensure that the **playwork principles** are upheld in the context of a specific play opportunity with adult involvement
2. outline the importance of children and young people being involved in decision making in relation to specific play opportunities in their play environment
3. identify the potential **barriers** children and young people may experience in accessing a specific play opportunity
4. describe how to overcome potential **barriers** children and young people may experience in accessing a specific play opportunity
5. outline the importance of an **inclusive** approach in relation to planning and implementing a specific play opportunity
6. describe the reasons why a specific opportunity may be planned
7. identify when and why a specific play opportunity may not be appropriate
8. describe how to implement anti-discriminatory practice in relation to planning and implementing a specific play opportunity
9. identify the qualifications, experience and adherence to codes of practices required for a range of specific play opportunities.

Range

Playwork principles – See appendix 1

The professional and ethical framework for playwork

Barriers

Things that prevent or discourage children and young people from taking part in play provision

Inclusive

Ensuring suitability for all children and young people

Unit 304

Facilitate a Specific Play Opportunity at Children or Young People's Request

304.5

Know how to plan a specific play opportunity at children and young people's request

Assessment criteria

The learner can:

1. outline the importance of the plan being based on the children and young people's **needs** and **preferences**
2. identify specific play opportunities that are, and are not appropriate for own play environment
3. outline the purpose of planning
4. describe what the planning process should cover and who could be involved
5. describe a range of different ways to carry out the planning process
6. outline how to check a plan for **deliverability** and inclusion
7. describe the range of health and safety considerations that need to be addressed at the planning stage.

Range

Needs

Requirements that the child or young person must have

Preferences

What the child or young person may like or want

Deliverability

Fit for purpose and suitable for the playworker to facilitate

Unit 304

Facilitate a Specific Play Opportunity at Children or Young People's Request

304.6

Know how to prepare a specific plan opportunity at children and young people's request

Assessment criteria

The learner can:

1. outline the importance of only pursuing plans for specific play opportunities when the children and young people want to
2. identify who will need to provide approval for a range of specific play opportunities
3. outline the importance of gaining approvals for specific play opportunities
4. describe the potential effects a specific play opportunity could have on the environment, including your choices of materials and resources
5. outline the importance of developing **group agreements** for a specific play opportunity
6. describe how to develop group agreements for specific play opportunities
7. identify when **group agreements** are and are not needed
8. outline why it is important to ensure own physical and emotional **competence** appropriate to a specific play opportunity.

Range

Group agreements

Informal or formal mutual agreements ie: ground rules

Competence

Having sufficient knowledge, understanding and skills to fulfil task

Unit 304

Facilitate a Specific Play Opportunity at Children or Young People's Request

304.7

Know how to facilitate a specific play opportunity at children and young people's request

Assessment criteria

The learner can:

1. explain the process of facilitating a specific opportunity in the context of intervention spectrums or styles
2. describe the range of methods and techniques that could be used to **facilitate** a specific play opportunity
3. describe how to minimise negative effects on the environment
4. outline when different roles may be appropriate for the playworker to take on, in the context of **implementing** a specific play opportunity including:
 - observing
 - leading
 - taking part
 - facilitating
5. outline how to apply inclusion and diversity through your words and actions whilst facilitating a specific play opportunity
6. describe the levels of supervision required for a range of a specific play opportunities.

Range

Facilitate

To undertake, support and make available without unnecessary difficulties

Implementing

Putting into practice

Unit 304 Facilitate a Specific Play Opportunity at Children or Young People’s Request

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under ‘the learner will be able to’ through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner’s work has met the requirements listed in ‘assessment criteria’. This must include as a minimum:

- All types of plan
- All types of role

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under ‘assessment requirements or guidance specified by a sector or regulatory body’ that do not require evidence of real work activity.

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against ‘the learner will know how to’. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Unit 305

Support the Development of Playwork Opportunities in the Community

Level: 3

Credit value: 8

Unit aims

This unit covers the competence that the learner needs to support the development of playwork opportunities in the community.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 305.1: Be able to communicate with people in the community about own work
- 305.2: Be able to support positive links and partnerships with other organisations and individuals
- 305.3: Know how to communicate with people in the community about own work
- 305.4: Know how to support positive links and partnerships with other organisations and individuals

Guided learning hours

It is recommended that **55** hours should be allocated for this unit. This may be on a full-time or part-time basis

Details of the relationship between the unit and relevant national occupational standards

This unit links to the following NOS

PW27 - Support the development of playwork opportunities in the community

Assessment and grading

This unit will be assessed by portfolio of evidence

Unit 305

Support the Development of Playwork Opportunities in the Community

305.1

Be able to communicate with people in the community about own work

Assessment criteria

The learner can:

1. identify with **colleagues** opportunities to promote own area of work and organisation to people in the **local community**, including:
 - children and young people
 - parents and carers
 - organisations
 - workers in other disciplines
 - individuals in the community
 - children and young people who experience barriers to access
2. explain the work of the organisation to people in the **local community**
3. give information to people about organisations who provide complementary opportunities to own organisation
4. explain how the work of own organisation is of benefit to the community
5. gain feedback from people about their views of own organisation
6. present information in an **inclusive** way, which meets the needs of the people being communicated with
7. keep the responsible **colleague** informed on your activities with people.

Range

Colleagues

The people you work with – same level and managers

Local community

Same locality (geographical / physical / area)

Inclusive

Ensuring suitability for all children and young people

Unit 305

Support the Development of Playwork Opportunities in the Community

305.2

Be able to support positive links and partnerships with other organisations and individuals

Assessment criteria

The learner can:

1. find out about **other organisations** and individuals with whom own organisation works with
2. contribute to communication with **other organisations** and individuals through:
 - meetings
 - telecommunication
 - e or web communication
 - printed material
3. communicate **positively** and **co-operatively** with **other organisations** and individuals
4. discuss current and possible future links and partnership working with **other organisations** and individuals
5. exchange information and communication with **other organisations** and individuals in ways that have been agreed
6. undertake partnership working with **other organisations** and individuals within the framework of own organisation's policies and procedures.

Range

Others organisations

Separate group from your own play setting, they may be formally or non-formally constituted groups

Positively

Assured and genuine in an affirmative way

Co-operatively

Not in competition, or conflict with others

Unit 305

Support the Development of Playwork Opportunities in the Community

305.3

Know how to communicate with people in the community about own work

Assessment criteria

The learner can:

1. outline the importance of promoting the value of play and playwork to the **local community**
2. outline the importance of promoting own play organisation to people in the **local community**
3. describe a range of different ways a playworker can promote their work and the work of their organisation to the community
4. describe a range of **traditionally hard to reach groups and individuals**
5. illustrate how to access hard to reach groups and individuals
6. outline the importance of getting **feedback** from people in the community about the work of the organisation.

Range

Local community

Same locality (geographical / physical / area)

Traditionally hard to reach groups and individuals

Any group identified eg: men, travellers, migrant workers

Feedback

Other people – children, Young people or colleagues telling you what they think

Unit 305

Support the Development of Playwork Opportunities in the Community

305.4

Know how to support positive links and partnerships with other organisations and individuals

Assessment criteria

The learner can:

1. describe own **organisation's policies and guidance** relevant to promoting and forming partnerships
2. explain what is meant by networking and the importance of networking to play development
3. describe the range and variety of people and organisations with whom a playworker could collaborate
4. illustrate the benefits of partnership working
5. describe how to make initial contact with people and organisations who could take part in **collaborative work**
6. outline what it means to have positive working relationships with other organisations and individuals
7. give examples of the problems /issues that could occur when taking part in partnership work
8. describe how to respond to problems and issues that may occur during partnership working
9. explain the limits of own role in relation to partnership working and promoting own organisation
10. give examples of appropriate and inappropriate behaviour when taking part in **partnership** activities.

Range

Organisation's policies and guidance

What the play organisation says its staff should and should not do in certain situations

Collaborative work

Work cooperatively together

Partnership

Affiliation – formal or informal

Unit 305 Support the Development of Playwork Opportunities in the Community

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum:

- All types of people
- Three types of communication

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Unit 306

Contribute to Supporting Disabled Children and Young People in the Play Environment

Level: 3

Credit value: 15

Unit aims

This unit covers the competence that the learner needs to contribute to supporting disabled children and young people in the play environment.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 306.1: Be able to prepare for playwork with disabled children and young people
- 306.2: Be able to carry out playwork with disabled children and young people
- 306.3: Understand the principles of playwork with disabled children and young people
- 306.4: Know how to support play when working with disabled children and young people

Guided learning hours

It is recommended that **80** hours should be allocated for this unit. This may be on a full-time or part-time basis

Details of the relationship between the unit and relevant national occupational standards

This unit links to the following NOS

PW28 Contribute to supporting disabled children and young people in the play environment

Assessment and grading

This unit will be assessed by portfolio of evidence

Unit 306

Contribute to Supporting Disabled Children and Young People in the Play Environment

306.1

Be able to prepare for playwork with disabled children and young people

Assessment criteria

The learner can:

1. find out **disabled** children and young people's requirements and desires for play from relevant people
2. challenge disabling attitudes and behaviour that may prevent **disabled** children and young people from playing
3. use language, terminology and practice that support **disabled** children and young people's play
4. keep up-to-date with **legislation and guidance** that will develop own playwork practice with disabled children and young people
5. work with all children and young people in the play environment to **adapt play** so as not to compromise anyone's play experience
6. support any intimate or personal care requirements of **disabled** children and young people so that they can play.

Range

Disabled

Children and young people with impairments who may experience barriers accessing play facilities

Legislation and guidance

Laws, regulations and good practice

Adapt play

Vary or change to include different needs and preferences

Unit 306

Contribute to Supporting Disabled Children and Young People in the Play Environment

306.2

Be able to carry out playwork with disabled children and young people

Assessment criteria

The learner can:

1. **intervene** in ways that support disabled children and young people to issue **play cues**
2. recognise, interpret and respond to **play cues** from disabled children and young people
3. use and modify playwork interventions sensitively
4. interpret **play returns** to support the extension of play by disabled children and young people
5. support disabled children and young people to engage with those **play types** that are possible for the individual
6. enable the disabled child/young person to explore and know what is available in the play environment and how it can be used
7. provide and adapt play resources during the play to extend possibilities and choice for disabled children and young people
8. initiate, adapt or spark play as appropriate to the play needs of disabled children and young people
9. reflect on your practice individually and collaboratively
10. encourage disabled children and young people to take control of their own personal care and risk management without compromise to personal safety, welfare and security.

Range

Intervene

A method the playworker may use

Play cues

A sign that communicates that the child or young person wishes to play

Play returns

A development in the play cycle following the child or young person's play cue.

Play types

A category of play (Bob Hughes)

Unit 306

Contribute to Supporting Disabled Children and Young People in the Play Environment

306.3

Understand the principles of playwork with disabled children and young people

Assessment criteria

The learner can:

1. describe own perception of disability
2. outline the different **models of disability**
3. explain why the social **model of disability** underpins effective playwork
4. describe how to identify good play work practice when working with disabled children and young people
5. describe practices that discriminate against disabled children and their families in relation to playwork
6. identify **barriers** to the participation of disabled children and young people in freely chosen, self directed play
7. describe relevant **legislation** and **guidance** relating to the inclusion of disabled children
8. describe the types of social and environmental triggers which may cause some disabled children and young people alarm and/or emotional distress and/or changes in behaviour
9. explain the importance of maintaining dignity and respect for disabled children and young people in all aspects of (playwork and) intimate care
10. explain how discriminatory attitudes affect the play experience of disabled children and young people.

Range

Models of disability

Social model of disability, medical model of disability

Barriers

Things that prevent or discourage children and young people from taking part in play provision

Legislation

Laws, acts of parliament

Guidance

Recommended guidelines or code of practice

Unit 306

Contribute to Supporting Disabled Children and Young People in the Play Environment

306.4

Know how to support play when working with disabled children and young people

Assessment criteria

The learner can:

1. identify the **types of people** from whom **information** can be gained to help plan for working with disabled children and young people
2. describe how play cues may be expressed by individual disabled children/young people
3. describe the components of the **play cycle** expressed by individual disabled children and young people
4. describe a **range of interventions** that can be used to respond sensitively to the play requirements and desires of individual disabled children and young people
5. describe how to respond to disabled children/young people's play cues in a way that supports play and their potential entry into a **play cycle**
6. explain how to identify the diverse personal and play support requirements of disabled children and young people
7. illustrate how adult intervention may enhance or compromise the play experience of disabled children and young people
8. outline the importance of giving adequate time to understanding and being understood by individual disabled children and young people
9. outline the importance of disabled children and young people being able to make their own informed choices.

Range

Types of people

Parents/carers, support workers, colleagues

Information

Relevant to the needs and wants of the children and young people

Play cycle

The theoretical process of play ie: The Colorado Paper

Range of interventions

Methods the playworker can use in the play environment

Unit 306 Contribute to Supporting Disabled Children and Young People in the Play Environment

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Unit 307

Support Work with Parents and Carers in the Play Environment

Level: 3

Credit value: 12

Unit aims

This unit covers the competence that the learner needs to support work with parents and carers in the play environment.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

- 307.1: Be able to contribute to working relationships with parents and carers
- 307.2: Be able to support the involvement of parents and carers in the play environment
- 307.3: Understand the principles of working with parents and carers in the play environment
- 307.4: Know how to contribute to working relationships with parents and carers
- 307.5: Know how to involve parents and carers in the play environment

Guided learning hours

It is recommended that **70** hours should be allocated for this unit. This may be on a full-time or part-time basis

Details of the relationship between the unit and relevant national occupational standards

This unit links to the following NOS

PW29 - Support work with parents and carers in the play environment

Assessment and grading

This unit will be assessed by portfolio of evidence

Unit 307

Support Work with Parents and Carers in the Play Environment

307.1

Be able to contribute to working relationships with parents and carers

Assessment criteria

The learner can:

1. communicate with parents and carers in a way that helps them to feel welcome and valued
2. exchange information with parents and carers in ways that meet their needs and the needs of children and young people
3. respond to disagreements or differences of opinion with parents and carers according to **organisational procedures**
4. keep information from and about parents and carers confidential
5. pass on information about or from parents and carers, when required by the organisation's policy
6. show that parents/carers' **diversity** and **individuality** are valued
7. respond positively to complaints and suggestions according to **organisational procedures**.

Range

Organisational procedures

What your organisation says its staff should and should not do, guidance

Diversity

Difference and variety eg: various demographic, socio-economic, ethnic and cultural backgrounds and types of ability

Individuality

The combination of qualities and characteristics that distinguish one person from another

Unit 307

Support Work with Parents and Carers in the Play Environment

307.2

Be able to support the involvement of parents and carers in the play environment

Assessment criteria

The learner can:

1. discuss with parents and carers the possibilities of being involved in the **play environment**
2. work with **colleagues** to help find possibilities to involve parents and carers
3. help parents and carers to understand the values and policies of the **play environment**
4. help parents and carers to actively take part in the range of possibilities, giving them the information they need
5. help to **review** with parents and carers their involvement in the **play environment**.

Range

Play environment

Anywhere where children and young people can play eg: parks, after-school clubs

Colleagues

The people you work with – same level and managers

Review

To reassess

Unit 307

Support Work with Parents and Carers in the Play Environment

307.3

Understand the principles of working with parents and carers in the play environment

Assessment criteria

The learner can:

1. explain why good working relationships with parents and carers are important to effective playwork
2. identify a range of **issues** affecting parents and carers including social, cultural, and economic pressures
3. illustrate how to help parents and carers feel welcome and valued in the play environment
4. explain why it is important to show respect for other adults' **individuality**
5. describe behaviour that models respect for parents and carers in the play environment
6. describe how to assure parents and carers of children who experience **barriers** to access that the environment is inclusive and welcomes them.

Range

Issues

Important considerations, eg: fees, time, work and family commitments

Individuality

The combination of qualities and characteristics that distinguish one person from another.

Barriers

Things that prevent or discourage children and young people from taking part in play provision

Unit 307

Support Work with Parents and Carers in the Play Environment

307.4

Know how to contribute to working relationships with parents and carers

Assessment criteria

The learner can:

1. identify a range of the information needs and expectations that parents and carers may have
2. outline the importance of clear **communication** with parents and carers
3. outline the importance of being sensitive to **communication** difficulties with parents and carers
4. describe **strategies** to overcome **communication** difficulties with parents and carers
5. outline the importance of showing that the playworker listens to parents and carers and take their views and opinions seriously
6. outline how to balance the wishes of parents and carers with the agreed procedures and policies of the organisation and the rights of the child
7. describe the importance of **confidentiality**
8. describe how to balance the need to respect confidential information about parents and carers with the welfare of the child
9. describe typical situations that may cause conflict with between playworkers and other adults
10. describe how the playworker should deal with conflict with parents and carers
11. describe the organisation's **complaints procedures**.

Range

Communication

Receiving and giving of information

Strategies

Detailed plans

Confidentiality

Who should and should not have access to information, information that is only shared with people that have the right to have the information

Complaints procedures

Guidance for dealing with complaints in the playwork organisation

Unit 307

Support Work with Parents and Carers in the Play Environment

307.5

Know how to involve parents and carers in the play environment

Assessment criteria

The learner can:

1. describe how to encourage parents and carers to become involved in the work of the play environment
2. identify the types of opportunities that exist for parents and carers to become involved
3. Describe **legal requirements** for parents and carers to become involved in activities in the play environment
4. describe the organisation's **policies** and **procedures** for involving parents in activities
5. explain the importance of parents and carers understanding and supporting the values and policies of the play environment, including those for inclusion
6. describe the types of **guidance**, information and support parents and carers may need to be involved in the play environment.

Range

Legal requirements

Laws that need to be adhered to (compulsory by the playworker)

Policies

Guidance of what is needed to be done

Procedures

Methods for putting the policy into practice

Guidance

Recommended guidelines or code of practice

Unit 307 Support Work with Parents and Carers in the Play Environment

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is allowed for 1.3 only, if there is no naturally occurring evidence is available.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Level: 3

Credit value: 11

Unit aims

This unit covers the competence that the learner needs to carry out playwork in a school setting.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

308.1: Be able to establish a play space within the school setting

308.2: Be able to facilitate play in a school setting

308.3: Know how to carry out playwork in a school setting

Guided learning hours

It is recommended that **65** hours should be allocated for this unit. This may be on a full-time or part-time basis

Details of the relationship between the unit and relevant national occupational standards

This unit links to the following NOS

PW30 - Carry out playwork in a school setting

Assessment and grading

This unit will be assessed by portfolio of evidence

Unit 308

308.1

Carry Out Playwork in a School Setting

Be able to establish a play space within the school setting

Assessment criteria

The learner can:

1. identify the **physical space** that will be used for the playwork session
2. help children, young people and adults understand where the **play space** exists
3. explain to children, young people and adults the difference, in terms of expectations, between the play space and other physical and emotional spaces within the school
4. advocate for children and young people's play in the **wider school context**
5. help protect the play space that has been created from interventions and interruptions from others.

Range

Physical space

This could be in the hall or class room, anywhere within the school perimeter

play space

Any area – physical, affective, permanent or transient that supports and enriches the potential for children and young people's self-directed play

Wider school context

Within the school community

Unit 308

308.2

Carry Out Playwork in a School Setting

Be able to facilitate play in a school setting

Assessment criteria

The learner can:

1. Form **agreements** with the children and young people about how the space will be used, in line with the **playwork principles** and the schools' policies
2. Use areas, materials, resources and equipment that have been agreed with appropriate colleagues in the school
3. Communicate with school staff about children and young people's play experiences
4. Encourage children and young people to take ownership and responsibility of the space.

Range

Agreements

Informal or formal mutual agreements ie: ground rules

Playwork Principles - see Appendix 1

Value base of playwork.

Unit 308

308.3

Carry Out Playwork in a School Setting

Know how to carry out playwork in a school setting

Assessment criteria

The learner can:

1. outline the importance of play in school settings
2. describe how play can enhance school experiences for children and young people
3. recognise the differences between **playwork** and **play based activity** that may happen in a school setting
4. describe potential conflicts between a school agenda and the play process
5. distinguish between the role of the adult in interacting with children and young people in a **playwork** context to other school based adults' roles
6. outline the importance of children understanding that different expectations may be placed upon them regarding use of the same space
7. outline the importance of protecting the play space
8. explain the meaning of **advocacy**
9. describe how to advocate for play and **playwork** in a school based setting.

Range

Playwork

To implement the playwork principles, self directed play

Play based activity

Games/activities that are required to follow rules and/or adult led

Advocacy

To speak on behalf of a child, young person or colleague

Unit 308 Carry Out Playwork in a School Setting

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'assessment requirements or guidance specified by a sector or regulatory body' that do not require evidence of real work activity.

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Appendix 1 Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole.

They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people.

They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and well being of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.
8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and well being of children.

The Playwork Principles were developed by the Playwork Principles Scrutiny Group, convened by Play Wales and adopted by SkillsActive in 2005.

Appendix 2 FAQs on New Playwork Level 2

Please note references to funding relate to SFA funding for England only.

Q: How many face to face learning hours are required? How are these being funded? What is the guidance on how many hours would be required to be taught, the unit/credit value and the relationship between this and the funding.

A: Guided learning hours are used during the consideration and allocation of credit values, and are used by LSC to assign exact funding rates. However the values Skillsactive quote are no more than averages/compromises agreed by those involved in the credit rating exercise. The actual hours are up to each provider, unless the awarding organisation provides any guidance/requirements – either way, it is outside the control of SkillsActive.

For more information on funding go to LSC web site www.lsc.gov.uk

Q: What is the guidance for assessment requirements?

A: These are provided to all awarding organisations for them to provide to their centers in whatever way they wish. They are only provided for Diploma (NVQ), not for Award or Certificate.

Q: Why are there L2 and L3 units in a L2 qualification.

A: This is one of the founding principles of the QCF. Refer to QCDA/Ofqual web sites to find out about QCF. www.qcda.gov.uk

Q: How does the level 2 qualification compare to the CCLD qualification in relation to learning hours and credits?

A: The Children's Care Learning and Development (CCLD) national vocational qualification will disappear when the national qualifications framework ceases to exist in December 2010 and, being an NVQ, does not have credits attached, nor learning hours. To replace the CCLD at level 2, the Children's Workforce Development Council (CWDC) has developed a level 2 Certificate in Work with Children which confers 'competence under supervision', and provides a progression route into the level 3 Diploma in Work with Children. However the level 2 Certificate in work with children does not provide full competence in the way that the level 2 Playwork Diploma (NVQ) does.

Q: What happens when funding for current NQF qualifications stops and the funding streams for the new qualifications have not yet started?

A: There should be no gap. For any qualification accredited by Ofqual on the QCF between 1 April and 31 August this year, providers will be required to deliver it "as soon as possible" (LSC), but new starters on the NQF qualification can continue to be funded until the QCF qualification is realistically able to be delivered – this NQF funding will in theory be available up to 31 December this year, however the expectation is clearly that providers will be delivering these qualifications long before then, as the units have already been available now for some time for awarding organisations to accredit.

Q: How will the qualifications be funded?

A: LSC has yet to confirm this for definite as they keep changing the criteria for funding, and no qualification's fundability will be confirmed by LSC until an awarding organisation has received accreditation for it by Ofqual. However, as things stand at the time of writing, it looks like the following will probably be the case for **19+ learners:**

Award – LSC has now announced it will not fund any Award sized qualification at level 2 or above.

Certificate – This should be fundable under Adult Learner Responsive funding as working towards full competence.

Diploma – This should be fundable under Train to Gain funding, plus (if delivered in a college setting) under Adult Learner Responsive funding. However only the minimum credit value of 61 credits can be funded – for any learner selecting optional units which give a total credit value of more than 61, the credits above 61 will not be funded.

For 14-19 learners:

Award – This should be fundable as it will form part of the apprenticeship framework.

Certificate – This should be fundable as it will form part of the apprenticeship framework.

Diploma – This should be fundable as it will form part of the apprenticeship framework.

This information is up to date at the time of uploading to the website. SkillsActive can not be responsible for the accuracy of information provided by other agencies.

Appendix 3 Relationships to other qualifications

Links to other qualifications and frameworks

City & Guilds has identified the connections to previous qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for RPL.

These] qualifications have connections to the:

- Level 2 NVQ in Playwork (NQF)

Summary of links between units in the Level 2 Diploma in Playwork (NVQ) (QCF) and the QCA Key Skills

Appendix 4 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- ***Walled Garden***
Find out how to register and certificate candidates on line
- ***Qualifications and Credit Framework (QCF)***
Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- ***Events***
Contains dates and information on the latest Centre events
- ***Online assessment***
Contains information on how to register for GOLA assessments.

Appendix 5 Explanation and examples of terms

Ability

The quality of being able to do something; a quality that permits or facilitates achievement or accomplishment.

Acceptable level of challenge and risk

A level of challenge and risk that provides the potential for children and young people to learn and develop without causing risks that are not acceptable to your play setting's policies and procedures for health and safety.

Aims

The intentions and reasons behind carrying out the planned activity or specific play opportunity.

Affective play space

A space that pays attention to and supports the variety of feelings and moods that children and young people bring with them or have during play. The space has particular areas, materials and/or props that at different times stimulate or encourage the expression, experience or experimentation with a range of emotions; and seeks to develop via diverse means, an overall ambience of welcome, acceptance, freedom and playfulness.

Assessing risk

Your organisation should already have carried out formal risk assessments for all aspects of your play environment; this will result in written health and safety policies and procedures. However, every worker is responsible for identifying hazards when they occur, assessing the risks they present and taking action to control these risks in line with their organisation's policies and procedures.

Anti-discriminatory practice

Taking positive action to counter discrimination; this will involve identifying and challenging discrimination and being positive in your practice about diversity without compromising the right of individuals to play.

Barriers to access

Things that prevent or discourage children and young people from taking part in play provision. These may include physical barriers for disabled children and young people, but also include wider issues such as discrimination, lack of positive images, lack of culturally acceptable activities and customs, language barriers and many other factors that affect different communities.

Body language

Gestures, postures, and facial expressions by which a person shows various physical, mental, or emotional states and communicates non-verbally with others.

Bridging worker

A person who can act as a link or a 'bridge' between a disabled child, their family, and the play environment. The primary aim of the bridging role is to enable disabled children and disabled young people to gain access to local play environments of their choice. In the process, bridging workers boost the confidence of the child/young person, family and the play environment. Other vital aspects of the role are: information sharing, networking, training, supporting and advising – working both with the child/family, as well as with the relevant professionals and agencies involved.

Bullying

Aggression deliberately and or persistently directed against a particular target, or victim.

Children and young people

All children and young people of school age with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics.

Children and young people's rights

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

Colleagues

The people you work with – people working at the same level as yourself or your manager(s).

Communicate/communication

Conveying knowledge, information, feelings, ideas, needs or wants to others.

Concern

The awareness of indicators (verbal or behavioural from the child/young person or information from third parties) that a child/young person's physical or emotional well-being has been disrupted. Some indicators could result from for example bereavement, difficulties or transitions at home or school. Indicators may also suggest the possibility of child abuse or an abusive situation.

Consult/consultation

An active two-way process of informing and involving individuals and groups to encourage the sharing of ideas, views and opinions especially in order to reach an agreed decision.

Continuing professional development

An ongoing process to support your individual professional development; this could involve going on a course, or observing other members of staff doing things that are new to you, receiving instructions from other members of staff on new things you have to do, having the opportunity to practise new skills, reading playwork theory, relevant research.

Conventional language

Any universal language that follows a set of rules or conventions, for example, spoken languages, such as English, Welsh, Irish, Hindi, Gujarati or BSL (British Sign Language), ISL (Irish sign language) PECS (Picture Exchange Communication System), MAKATON etc. Conventional languages are universal (i.e. contain universally understood structures and rules), not specific to people or contexts.

Cultural dietary requirements

The types of food and drinks that children and young people are allowed or not allowed to consume according to the requirements of their culture, for example Moslem or Jewish children not eating pork or Hindu children not eating beef.

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.

Difference

The way that one person is different to others for example because of their appearance, attitudes, behaviour, likes, dislikes, ways of communicating, ability etc.

Disability *

The disadvantage or restriction of activity caused by the way society is organised today, which takes little or no account of people with impairments, and thus excludes them from taking part in mainstream social activities. Disability is therefore a particular form of social oppression and discrimination.

Disabled children and young people

Children and young people with impairments who experience barriers accessing play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex requirements which may be permanent or temporary.

Disabling attitudes/behaviour

Practice and attitudes that fail to acknowledge an individual's ability to participate in play and exercise freedom of choice.

Discriminatory practice/attitudes

Practice and attitudes that fail to acknowledge an individual's right to participate in play and exercise freedom of choice

Diversity

Where there is difference and variety that reflects a broad mix of people from, for example, various demographic, socio-economic, ethnic and cultural backgrounds and types of ability

Effectively

Producing a successful outcome for the persons involved

Emergency

A situation requiring an immediate response, ranging from calling 999 to a problem that requires prompt action by staff within the play environment

Feedback

Other people – children, young people or colleagues – telling you what they think.

Financial transactions

The exchange of money for goods/services which could include, for example: purchasing equipment or services, paying salaries, collection of fees/subscriptions, insurance premiums, rent etc.

Good team work

The type of relationship with your colleagues that helps the team to work well and provide a high level of service to children and young people. This includes getting along well with your colleagues, being fair to them, avoiding unnecessary disagreements and not letting your personal life influence the way you relate to colleagues.

Group agreements

Decisions made after discussion with and between children and young people on how they would like to be treated by/treat others. These agreements are often made on an ad hoc basis to fit a particular or spontaneous situation, but can also be made on an informal or formal basis. They are flexible and exist to accommodate children and young people's requirements and preferences, rather than be rules imposed by adults.

Hazard

Something that may cause harm to the health, safety and welfare of users of the play environment, for example, broken glass, faulty play equipment, doors being left open that should be closed.

Health and safety policies and procedures

These will be written policies and procedures developed by your organisation in line with relevant legislation, such as the Health and Safety at Work Act, the Children Act and Control of Substances Hazardous to Health regulations.

Health and safety requirements

Those required by law, industry codes of practice, regulatory authorities, national governing bodies (if relevant), and those of your own organisation.

Impairment**

Lacking of part or all of a limb, or having a defective limb, organ or mechanism of the body. An individual physical, psychological or emotional make-up which differs from accepted 'norms'.

Inclusion/inclusive provision

Ensuring that play provision is open and accessible to all and takes positive action in removing barriers so that all children and young people, including disabled and non-disabled, and those from other minority groups, can participate.

Individuality

The combination of qualities and characteristics that distinguish one person from others

Intervention styles

A range of methods the playworker can use in the play environment. these may range from complete non-involvement through to specific intervention and may include: waiting to be invited to play; enabling un-interrupted play; enabling children and young people to explore their own values; leaving children and young people to improve their own performance; leaving the content/intent of play to the children/young people; letting the children and young people decide why they play; enabling the children and young people to decide what is appropriate behaviour; only organising when children and young people want you too.

Line manager

The person to whom you report and who is accountable for the work of the team.

New goals and targets

These could be developing new skills, levels of understanding or taking on new responsibilities.

Non-conventional communication

A communication system worked out and developed in a specific context for a specific reason with specific people. Examples include: codes, made-up languages, specific signs or actions.

Non-conventional language

Languages used in ways that differ from accepted social custom and practice e.g. electronic communicator, street talk, texting, made up play languages, swear words.

Non-verbal communication

Expressing through and making inferences from such things as gestures, facial expressions and body language.

Observation

The purpose of observation in a play environment is to observe children and young people's play behaviours and the response of adults to ensure the environment continues to provide effective play spaces. These observations may include play types, cues and returns and playworkers' interventions. These observations are not for the purpose of monitoring children's development, planning activities or a curriculum; observations may or may not be recorded.

Organisation

In this context an organisation is a separate group to your own play setting; organisations may include formally or non-formally constituted groups, young people-formed, led and run companies, community settings, schools etc.

Organisation's policies and procedures

What your organisation says its staff should and should not do in certain situations.

Permanent play space

Spaces that are fixed and cannot move, e.g. certain structures, kitchen etc., but these spaces may still also incorporate transient play spaces at different times.

Personal care assistant

A worker whose role it is to provide personal and intimate care to a disabled child or young person.

Physical play space

Spaces that support children and young people in physically playing in any way they wish, for example, moving, running, jumping, climbing, swinging, dancing, wrestling, sliding, chasing, as well as all the fine motor skills.

Plan

Evidence that the specific play opportunity has been systematically organised; this would usually take some kind of written or visual format.

Play cues***

Facial expressions, language or body language that communicate the child or young person's wish to play or invite others to play.

Play cycle***

The full flow of play from the first play cue from the child, its return from the outside world, the child's response to the return and the further development of play to the point where play is complete. The cycle includes the metalude, the cue, the return, the frame, adulteration, annihilation and display

Play environment

Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.

Play process

There is much ongoing debate about what The Play Process is and individuals will continue to discuss and come to their own conclusions. However, for the purposes of this glossary, in the simplest terms, the Play Process is what the child goes through and what they experience and what they feel whilst they are engaged in playing.

Play space

Any area – physical, affective, permanent or transient – that supports and enriches the potential for children and young people’s self-directed play. A play environment may consist of one or any number of play spaces.

Playwork practice

What you do in the play environment to implement the Playwork Principles, including what you say and don’t say and what you do and don’t do.

Reflect

Thinking about your work and identifying what you do well and what you could improve in.

Resources

Equipment and materials that will stimulate play: natural materials (such as earth, water, sand, clay or wood); construction materials (such as blocks); computer and IT equipment; communication resources (resources to support speaking, listening, reading and writing); ‘loose parts’ (items that can be moved from place to place, carried, rolled, lifted, piled one on top of the other or combined to create new structures or experiences); real tools (such as carpentry or cooking equipment); bikes, trolleys, swings, climbing structures and ropes; paints, drawing equipment, modelling and fabrics; music, colours, scientific and mathematical equipment (such as clocks and calendars); dressing up materials, mirrors, cameras, videos to enable children to explore their own identity; items or experiences (such as poetry and literature) that allow for reflection about abstract concepts.

Responsible Colleague

The colleague with overall responsibility for the play environment on a specific play opportunities basis i.e. – the person in charge of the group you are working with.

Risk

The possibility of a hazard actually causing harm – and the seriousness of harm it may cause – to children, young people and others, this will often be influenced by the level of understanding and development of the children and young people involved.

Segregated play provision

The setting aside of disabled children and young people, based on a professional’s view of impairment and lack of ability to ‘fit in’. Non-disabled professionals have total control.

Security hazards

For example strangers, familiar adults with access restrictions, opportunities for younger children to leave a supervised setting, suspect packages etc.

Separate play provision

Groups of disabled children and young people who choose to meet and develop their own agenda, similar to other minority groups.

Serious injury

An injury that is life threatening or may result in permanent impairment.

Social Model of Disability

The social model identifies that society is a disabling factor when lack of physical, environmental and attitudinal access excludes disabled people from everyday life.

Specific dietary requirements

Requirements that correspond to personal beliefs or particular medical condition, for example not eating meat, or not eating nuts or flour-based products.

Specific play opportunity

A play opportunity is something that children and young people may choose to engage with; a specific play opportunity is one that would need planning beforehand. Examples might include inviting in specialists like community artists, booking an off-site event such as canoeing, hiring in equipment like a giant inflatable ball or a trip to the local woods or beach. It does not refer to planned programmes of activities that are adult led.

Staff/child ratio

The ratio of staff to children and young people as laid down by the play organisation's policies and procedures and legal requirements.

Support

A process by which the playworker might encourage, help, inspire, motivate or advocate for children and young people without directing, controlling or instructing children and young people.

Transient play space

Spaces that change or get modified, adapted or deconstructed using a wide range of movable resources, props, materials and structures – breaking up the wider physical space into different smaller spaces for different kinds of play at different times; examples may include: creating dens and hidey-holes; using fabrics and loose parts to create imaginative places like a hospital or a forest; shifting furniture back or around to accommodate particular games; a transient play space could be the couple of cubic feet behind a piece of furniture, a whole room or field; it could be created spontaneously or planned beforehand.

Transition

Most children and young people naturally pass through a number of physical and emotional stages as they grow and develop. Often, they will also be expected to cope with changes such as movement from primary to secondary school and for disabled children or children with chronic ill health, there may be an additional change of support moving from children's to adult services. Such changes are commonly referred to as transitions. Some children may have to face very particular and personal transitions not necessarily shared or understood by all their peers. These include: family illness or the death of a close relative; divorce and family break-up; issues related to sexuality; adoption; the process of asylum; disability; parental mental health; and the consequences of crime.

Unacceptable risk

When a child or young person engages in play behaviour that is likely to result in death or serious injury. Other risks, whilst being perceived as dangerous and potentially harmful, can be considered acceptable because the benefits of the play experience outweigh the harm that may occur.

*** Definition - based on UN 1981 International Year of Disabled People**

**** Definition - Michael Oliver (1996) Understanding Disability: from theory to practice**

***** Gordon Sturrock and Perry Else, 1998, The playground as therapeutic space: playwork as healing (known as “The Colorado Paper”)**, published in Play in a Changing Society: Research, Design, Application, IPA/USA, Little Rock, USA. Available as a PDF free of charge from www.ludemos.co.uk or info.ludemos@virgin.net.

Appendix 6 Recording forms

Candidate and centre details (Form 1)

Form used to record candidate and centre details, and the units/qualification(s) being assessed and details and signatures of assessor(s) and internal verifier(s).

This should be the first page of the candidate portfolio.

Candidate profile (Form 2)

Form used if the candidate does not have an appropriate Curriculum Vitae (CV) for inclusion in the portfolio.

Candidate skill scan (Form 3)

Form used to record the candidate's existing skills and knowledge.

Expert/witness status list (Form 4)*

Form used to record the details of all those who have witnessed candidate evidence.

Assessment plan, review and feedback (Form 5)*

Form used to record unit assessment plans, reviews and feedback to the candidate. The form allows for a dated, ongoing record to be developed.

Performance evidence record (Form 6)*

Form used to record details of activities observed, witnessed or for which a reflective or self account has been produced. For some, a customised alternative record may be provided in the qualification handbook.

Questioning evidence record (Form 7)*

Form used to record the focus of, and responses to, assessor devised questions. (For qualifications which use question banks or online testing, the location of this evidence should be recorded on Form 9, Evidence location sheet.)

Professional discussion evidence record (Form 8)

Form used to record the scope and outcome of professional discussion if it is used

Evidence location sheet (Form 9)*

Form used to identify what requirements each piece of evidence covers and where it is located, including questioning records which are held elsewhere (for example, because they were conducted online).

This form is available in portrait (9A) and landscape (9B) format.

Unit assessment and verification declaration (Form 10)*

Form used on completion of each unit to meet the QCA requirement for a statement on authenticity. If this form is not used, there must be a written declaration, at unit level, signed by the assessor and the candidate, that the evidence is authentic and that the assessment was conducted under the specified conditions or context. (See Ensuring Quality, ref 5.4, page 28.)

Summary of unit and qualification achievement (Form 11)*

Form used to record the candidate's on-going completion of units and progress to final achievement of the complete unit and/or qualification.

This form is available in portrait (11A) and landscape (11B) format.

Please photocopy the forms as required.

Form 1 Candidate and centre details

Keep a record of relevant contact details in the space provided below:

City & Guilds qualification title:			
Qualification number:		Level:	

Candidate details				
Name:			Signature:	
City & Guilds registration / unique learner number (ULN):				
Date enrolled with centre:				
Date registered with City & Guilds:				

Centre details				
Name:			Number:	
Contact number:				
Quality assurance co-ordinator name and contact (QAC) number:				

Internal verifier details				
Name:			Signature:	
Contact number:			Position:	

Assessor details				
(1) Name:			Signature:	
Contact number:			Position:	
Type (please tick):	Work-based <input type="checkbox"/> Peripatetic <input type="checkbox"/> Independent <input type="checkbox"/>			
Assessing unit(s):				
(2) Name:			Signature:	
Contact number:			Position:	
Type (please tick):	Work-based <input type="checkbox"/> Peripatetic <input type="checkbox"/> Independent <input type="checkbox"/>			
Assessing unit(s):				

If you have a CV you can use that instead of this form.

Name: _____

Place of work: _____

Assessor: _____

Outline of current job role:

--

Previous relevant work roles and responsibilities, including voluntary work:

--

Previous relevant qualifications and training:

--

Candidate name: _____

Unit	Duties	Examples Experience/qualifications	Training required
001			
002			
003			
004			

Qualification title: _____

Unit title: _____

Candidate name: _____

Please ensure that all witnesses who have signed the candidate’s evidence or written a report are included on this witness status list. All necessary details must be included and signed by the witness as being correct.

Witness name and signature	Status*	Professional relationship to candidate**	Unit or outcomes witnessed	Date

***Witness status categories**

1. Occupational expert meeting specific qualification requirement for role of Expert Witness; 2. Occupational expert not familiar with the standards; 3. Non-expert familiar with the standards; 4. Non-expert not familiar with the standards.

****Professional relationship to candidate**

Manager = M Supervisor = S Colleague = Coll Customer = Cus Other (please specify) _____

Assessor signature: _____ Date: _____

Candidate name: _____

Assessor name: _____

Unit number(s) and title(s): _____

This record can be used for single and multiple unit planning. Remember that all planning should be SMART – Specific, Measurable, Achievable, Realistic and Time Bound.

Date action agreed	What has to be done / What has been reviewed and the feedback / Record of judgment or outcome	Date to be done by / Date done	Candidate and assessor signatures	Evidence reference

Date action agreed	What has to be done / What has been reviewed and the feedback / Record of judgment or outcome	Date to be done by / Date done	Candidate and assessor signatures	Evidence reference

The above is an accurate record of the discussion.

Candidate signature: _____ Date: _____

Assessor signature: _____ Date: _____

Qualification/unit: _____

Candidate name: _____

Use this form to record details of activities (tick as appropriate)

- observed by your assessor**
- seen by expert witness**
- seen by witness**
- self / reflective account**

Evidence ref(s):
Unit number(s):

NB Your assessor may wish to ask you some questions relating to this activity. There is a separate sheet for recording these. The person who observed/witnessed your activity must sign and date overleaf.

Unit(s)	Learning outcome(s)	Assessment criteria	Evidence

Unit(s)	Learning outcome(s)	Assessment criteria	Evidence

I confirm that the evidence listed is my own work and was carried out under the conditions and context specified in the standards.

Candidate signature: _____ Date: _____

Assessor/Expert Witness* signature: _____ Date: _____

*delete as appropriate

Internal Verifier signature (if sampled): _____ Date: _____

Unit: _____

Candidate name: _____

Unit	Learning outcome(s)	Assessment criteria	Questions	Answers

The above is an accurate record of the questioning.

Candidate signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal Verifier signature (if sampled): _____ Date: _____

Candidate name: _____

Assessor name: _____

Unit	Learning outcome(s)	Assessment criteria	What is to be covered in the discussion	Counter ref

Outline record of discussion content

Assessment decision and feedback to candidate

The above is an accurate record of the discussion.

Candidate signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal Verifier signature (if sampled): _____ Date: _____

Candidate name: _____

Unit number/title: _____

Item of evidence	Loc*	Ref	Link to assessment criteria (✓)																				
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

* Location key: P = portfolio, O = office (add further categories as appropriate)

Qualification title: _____
Unit number and title: _____

Candidate declaration

I confirm that the evidence listed for this unit is my own work.

Candidate name: _____

Signature: _____ Date: _____

City & Guilds registration / unique learner number (ULN): _____

Assessor declaration

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. (Where there is more than one assessor, the co-ordinating assessor for the unit should sign this declaration.)

Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name: _____

Assessor signature: _____ Date: _____

Countersignature: (if relevant) _____ Date: _____

(For staff working towards the assessor qualification)

Internal verifier declaration

I have internally verified the assessment work on this unit by carrying out the following (please tick):

- sampling candidate and assessment evidence** **Date:** _____
- discussion with candidate **Date:** _____
- observation of assessment practice **Date:** _____
- other – please state: _____ **Date:** _____

I confirm that the candidate's sampled work meets the standards specified for this unit and may be presented for external verification and/or certification.

Not sampled

Internal verifier name: _____

Internal verifier signature: _____ Date: _____

Countersignature: (if relevant) _____ Date: _____

(For staff working towards the internal verifier qualification)

Candidate name: _____ Signature: _____
 City & Guilds registration number: _____ Date: _____
 Centre name: _____ Centre number: _____

Unit	Title	Internal verification		Grade achieved (if appropriate)	Signatures			
		Date	Types of evidence <i>(see key)</i>		Assessor *	Candidate	IV*	EV <i>(if sampled)</i>

*If there is a second line assessor/IV, both must sign.

Key for types of evidence **(please extend if necessary):**

O = Observation; Q = Questioning; P = Work products; C = Candidate/Reflective account; S = Simulation;
 PD = Professional discussion; A = Assignments, projects/case studies; WT = Witness testimony;
 ET = Expert witness testimony; RPL = Recognition of prior learning

Competence has been demonstrated in all of the units/the qualification recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal verifier signature: _____ Date: _____

Form 11B Summary of unit and qualification achievement

Candidate name: _____ Signature: _____
 City & Guilds registration number: _____ Date: _____
 Centre name: _____ Centre number: _____

Unit	Title	Internal verification		Grade achieved (if appropriate)	Signatures			
		Date	Types of evidence (see key)		Assessor*	Candidate	IV*	EV (if sampled)

Key for types of evidence **O = Observation; Q = Questioning; P = Work products; C = Candidate/Reflective account; S = Simulation; PD = Professional discussion;**
(please extend if necessary): A = Assignments, projects/case studies; WT = Witness testimony; ET = Expert witness testimony; RPL = Recognition of prior learning

*If there is a second line assessor/IV, both must sign.

Competence has been demonstrated in all of the units/the qualification recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal verifier signature: _____ Date: _____

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Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • GOLLA • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> • Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> • Logbooks • Centre documents • Forms • Free literature

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

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