

Level 4 Award and Certificate in Playwork (QCF) 4964

April 2012 Version 1.0



Qualification at a glance

| | |
|---------------------------------------|---|
| Subject area | Playwork |
| City & Guilds number | 4964 |
| Age group approved | 18 + |
| Entry requirements | N/A |
| Assessment | Portfolio of evidence/assignments |
| Fast track | Available |
| Support materials | Qualification handbook Assessment pack |
| Registration and certification | Consult the Walled Garden/Online Catalogue for last dates |

| Title and level | City & Guilds number | Accreditation number |
|---------------------------------|---------------------------------|-----------------------------|
| Level 4 Award in Playwork | 4964-04 | 600/4888/8 |
| Level 4 Certificate in Playwork | 4964-06 | 600/4889/X |



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1 Introduction

This document tells you what you need to do to deliver the qualifications:

| Area | Description |
|---|---|
| Who is the qualification for? | These qualifications have been developed specifically for learners who might be employed as: <ul style="list-style-type: none">• supervisors/managers of playwork settings• playwork development officers (usually LA). |
| What does the qualification cover? | These qualifications have been developed to provide the relevant knowledge and skills to candidates who are experienced playworkers and whose job role might include line management responsibilities. |
| Who did we develop the qualifications with? | These qualifications were developed in association with SkillsActive. |
| What opportunities for progression are there? | These qualifications allow candidates to progress into employment as <ul style="list-style-type: none">• managers of playwork settings• playwork development officers• trainers/lecturers or to the following qualifications: <ul style="list-style-type: none">• generic management qualifications• PTTLS• foundation degree/degree. |

Structure

To achieve the Level 4 Award in Playwork (QCF), learners must achieve 09 credits from the mandatory unit

| Level 4 Award in Playwork | | | |
|----------------------------------|--------------------------------------|--|---------------------|
| Unit accreditation number | City & Guilds unit number | Unit title | Credit value |
| A/502/9158 | 405 | Understand the principles and theories underpinning playwork provision | 9 |

To achieve the Level 4 Certificate in Playwork (QCF), learners must achieve 36 credits from all the mandatory units

| Level 4 Certificate in Playwork | | | |
|--|--------------------------------------|---|---------------------|
| Unit accreditation number | City & Guilds unit number | Unit title | Credit value |
| A/601/4129 | 317 | Engage in personal development in health, social care or children's and young people's settings | 3 |
| A/502/9158 | 405 | Understand the principles and theories underpinning playwork provision | 9 |
| R/502/9165 | 406 | Understand how to work with colleagues and other key partners to develop an organisational framework for children and young people's play | 6 |
| D/502/9167 | 407 | Understand how to establish and develop working relationships to support children and young people's play | 3 |
| Y/502/9166 | 502 | Understand how to develop, manage and review operational plans for play provision | 7 |
| H/502/9168 | 503 | Understand how to research, design and facilitate possibilities for children and young people's self-directed play | 8 |



2 Centre requirements

Approval

Centres who have previously offered 4834-40 will be able to gain fast track approval to this qualification by completing and submitting the **Fast track approval form**, available from the City & Guilds website.

Centres should use the Fast Track Form if:

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

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

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

Resource requirements

Centre staffing

Centre staff should meet the relevant experience requirements outlined below. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

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

Assessors

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
- Working in partnership with, and drawing on evidence from, the candidate's organisation
- 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 4 Award and Certificate in Playwork (QCF)** the prospective assessor should:

- hold, or be working towards, the relevant Assessor/ TAQA qualification for their role in delivering, assessing and verifying these qualifications, [New assessors should have a clear action plan for achieving. An assessor or Internal Quality Assurer 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 qualifications 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.

Internal Quality Assurers

Internal Quality Assurers must meet the technical criteria developed for each occupational area to ensure their technical competence in relation to the units being assessed.

Internal Quality Assurers 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 as the assessors
- working in partnership with, and drawing on evidence from, assessors' organisation(s) (approved centre)

For the **Level 4 Award and Certificate in Playwork (QCF)** the Internal Quality Assurers should:

- hold, or be working towards, the Internal Quality Assurer /TAQA qualification for their role in delivering, assessing and verifying these qualifications (New Internal Quality Assurer s should be given a clear action plan for achieving)
- meet the Technical criteria developed for each occupational area 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 Internal Quality Assurer /assessor training initiatives for continuous professional development.

The Internal Quality Assurer is responsible for the consistency of standards across all portfolios.

Internal Quality Assurer s should observe each assessor conducting candidate assessments at regular intervals. The reliability, validity and authenticity of evidence must be checked during these observations

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

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

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 these qualifications. Learners 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 learners taking these qualifications have the potential and opportunity to gain evidence for the qualification in the work place.

Age restrictions

City & Guilds cannot accept any registrations for candidates under the age of 18 as these qualifications are not approved for such candidates.

Other legal considerations

The following legal considerations apply to this qualification:

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



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs, support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the type and level of qualification that is appropriate to them.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualifications, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of these qualifications 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 qualifications.

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

Support materials

The following resources are available for these qualifications:

| Description | How to access |
|--|--|
| Qualification Handbook | www.cityandguilds.com |
| Assessment Pack | www.cityandguilds.com |
| fast track approval forms/generic fast track approval form | www.cityandguilds.com |



4 Assessment

Assessment of the qualification

The assessment for the Level 4 Award and Certificate in Playwork (QCF) will be through:

Assignments, for which an Assessment Pack containing exemplar assignments is available as a separate document at www.cityandguilds.com

Candidates must successfully complete one assignment for each mandatory unit. Each assignment may consist of more than one task. City & Guilds has written exemplar assignments, included in an Assessment Pack available for download at www.cityandguilds.com

Alternatively, centres can use:

- Oral or written questions, professional discussion, reflective account or projects.

Centres using the above alternative assessment methods will need to have these checked by their External Verifier to ensure all assessment criteria is covered. Assessors must keep accurate records of these assessments, when and how they were done and their outcomes.

Assessment strategy

Holistic assessment

Whilst the Award and Certificate (QCF) in Playwork 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 approach 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.

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.

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

Collecting evidence

When collecting evidence, assessors need to ensure that:

- evidence comes from work situations where the learner is carrying out their everyday practice.
- these situations should be as natural as possible and not staged for the purposes of assessment

Once a learner 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.

Knowledge and understanding

All knowledge and understanding should be rooted in practice; i.e. a learner 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 learner possesses all of the knowledge and understanding required by the units. In most cases this will be done through professional discussion, reflective account, questioning 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 learner's practice.

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.

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 following units can also be obtained from the centre resources section of the City & Guilds website. They are also on The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 317

Engage in personal development in health, social care or children's and young people's settings

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|--|--|
| UAN: | A/601/1429 |
| Level: | Level 3 |
| Credit value: | 3 |
| Guided learning hours: | 10 |
| Relationship to NOS: | <p>This unit is linked to the following:</p> <ul style="list-style-type: none">• CCLD 304• GCU 6• GEN 12 GEN 13• HSC 33 <p>Themes recur as knowledge requirements, performance criteria and core values throughout HSC NOS.</p> |
| Assessment requirements specified by a sector or regulatory body: | <p>This unit is endorsed by Skills Active, the Sector Skills Council for active leisure, learning and well-being.</p> |
| Aim: | <p>This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.</p> |

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| Learning outcome |
| The learner will: 1 Understand what is required for competence in own work role |
| Assessment criteria |
| The learner can: 1.1 describe the duties and responsibilities of own work role 1.2 explain expectations about own work role as expressed in relevant standards. |

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| Range |
| <p>1.1 Standards may include:</p> <ul style="list-style-type: none"> • codes of practice • regulations • minimum standards • national occupational standards • value base (principles). |

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| Learning outcome |
| The learner will: 2 Be able to reflect on practice |
| Assessment criteria |
| The learner can: 2.1 explain the importance of reflective practice in continuously improving the quality of service provided 2.2 demonstrate the ability to reflect on practice 2.3 describe how own values, belief systems and experiences may affect working practice. |

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| Range |
| <p>2.1 Importance of reflective practice: to prioritise opportunities, to think in detail about, to show or express, contemplate, mull something over, ponder, look back on. Write and think about the reasons why. Make focused connections between practice and understanding of theory.</p> |

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| Learning outcome |
| The learner will: 3 Be able to evaluate own performance |
| Assessment criteria |
| The learner can: 3.1 evaluate own knowledge, performance and understanding against relevant standards 3.2 demonstrate use of feedback to evaluate own performance and inform development. |

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| Range |
| <p>3.1 Relevant standards: these should always be the value base of Playwork which are currently the Playwork Principles and the requirements of the home country, eg England – Ofsted. (See Appendix 1)</p> |

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| Learning outcome |
| The learner will: 4 Be able to agree a personal development plan |
| Assessment criteria |
| The learner can: 4.1 identify sources of support for planning and reviewing own development 4.2 demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities 4.3 demonstrate how to work with others to agree own personal development plan. |

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| Range |
| <p>4.1 Sources of support may include:</p> <ul style="list-style-type: none"> • formal support • informal support • supervision • appraisal • within the organisation • beyond the organisation. <p>4.2 Others may include:</p> <ul style="list-style-type: none"> • the individual • carers • advocates • supervisor, line manager or employer • other professionals. |

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| Learning outcome |
| The learner will: 5 Be able to use learning opportunities and reflective practice to contribute to personal development |
| Assessment criteria |
| The learner can: 5.1 evaluate how learning activities have affected practice 5.2 demonstrate how reflective practice has led to improved ways of working 5.3 show how to record progress in relation to personal development. |

Unit 317 Engage in personal development in health, social care or children's and young people's settings

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must take into account any of the special considerations below.

Special considerations:

Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy

Unit range

A personal development plan may have different names but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review

Unit 405

Understand the principles and theories underpinning playwork provision

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| UAN: | A/502/9158 |
| Level: | Level 4 |
| Credit value: | 9 |
| Guided learning hours: | 60 |
| Relationship to NOS: | SkillsActive Playwork NOS 2007 |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills Active, the Sector Skills Council for active leisure, learning and well-being. |
| Aim: | This unit assesses the knowledge and understanding a playworker needs concerning the principles and theories of playwork. |

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| Learning outcome |
| The learner will: 1 Understand the role and value of play to children and young people |
| Assessment criteria |
| The learner can: 1.1 explain the need for children and young people to engage in freely chosen, intrinsically motivated, self-directed play 1.2 evaluate the short and long term benefits of play to children and young people 1.3 evaluate what is meant by play being 'freely chosen, personally directed and intrinsically motivated' in the context of organised play provision 1.4 review the contribution of the United Nations Convention on the Rights of the Child in relation to play provision. |

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| Range |
| 1.3 Organised play provision: an organisation or group that is specifically formed, informally or formally for the sole purpose of providing play, eg holiday playscheme. |

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| Learning outcome |
| The learner will: 2 Understand the theories that underpin effective playwork provision |
| Assessment criteria |
| The learner can: 2.1 explain the context for assumptions, values and principles and their evolution 2.2 critically compare different playwork theories and models 2.3 explain the contribution of other disciplines, such as psychology, biology, and sociology to our understanding of children and young people's play 2.4 evaluate conflicting concepts of play provision, for example socialisation, education, protection, and compensation 2.5 compare the strengths and weaknesses of different strategies to risk management in relation to children and young people's play. |

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| Range |
| 2.1 Principles – The eight principles of playwork that form the current value base for all playwork aspects (see Appendix 1). |

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| Learning outcome |
| The learner will: 3 Understand the role of the playwork organisation in supporting children and young people's play |
| Assessment criteria |
| The learner can: 3.1 explain the importance of an organisational framework for supporting children and young people's play 3.2 explain how playwork theory should underpin an organisational framework for children's and young people's play 3.3 analyse the roles of different organisations in the context of integrated services and their impact on play provision 3.4 explain the role of the playwork organisation as an advocate for play 3.5 critically compare different methods a playwork organisation can use to support children and young people's play 3.6 evaluate how a playwork organisation should balance the needs and rights of individual children and young people with the needs and rights of others. |

| Range | |
|--------------|--|
| 3.1 | Importance of an organisational framework – A co-ordinated approach for the play facility by having recognisable policies and procedures that will always be transparent and support the aims and objectives of play. |
| 3.3 | Integrated services – An intermixing of all services to ensure inclusion takes place. |

Unit 405 Understand the principles and theories underpinning playwork provision

Supporting information

Evidence requirements

The link below relates to the evidence requirements for NVQs in Playwork

www.skillsactive.com/common-unit-qualifications

Unit 406

Understand how to work with colleagues and other key partners to develop an organisational framework for children and young people's play

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| UAN: | R/502/9165 |
| Level: | Level 4 |
| Credit value: | 6 |
| Guided learning hours: | 35 |
| Relationship to NOS: | SkillsActive Playwork NOS 2007 |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills Active, the Sector Skills Council for active leisure, learning and well-being. |
| Aim: | This unit assesses the knowledge and understanding a playworker needs in order to work with others to develop an organisational framework for play provision. |

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| Learning outcome |
| The learner will: 1 Understand the importance of an organisational framework for children and young people's play provision |
| Assessment criteria |
| The learner can: 1.1 explain the importance of playwork organisations having values, policies and procedures 1.2 evaluate how organisational values, policies and procedures can uphold children and young people's rights and opportunities for play 1.3 explain the importance of, a playwork organisation, developing playwork policy and practice. |

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| Range |
| <p>1.1</p> <p>Values – the ethical standards of playwork currently the Principles (see Appendix 1).</p> <p>Policies - specific aims of what the organisation wishes to do.</p> <p>Procedures - actions that need to be followed to ensure the policy is put into practice.</p> |

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| Learning outcome |
| The learner will: |
| 2 Understand how to research the social, economic, political, legal and ethical context in which a playwork organisation operates |
| Assessment criteria |
| The learner can: |
| 2.1 explain why it is important for playwork organisations to understand the social, economic, political, legal and ethical context in which they operate |
| 2.2 explain how to access relevant sources of information on the social, economic, political, legal and ethical context in which a playwork organisation operates |
| 2.3 explain how to make use of information on the social, economic, political, legal and ethical context in which a playwork organisation operates. |

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| Range |
| <p>2.1 Legal - Current laws and regulations in Home Country (England, Wales, Northern Ireland and Scotland) that playwork settings must follow eg Ofsted (England).</p> <p>Ethical – The value-base of play – currently the Principles.</p> <p>2.2 Relevant sources of information - eg National Play Strategies these are available from the Sector Skills website (SkillsActive), NOS, Play England, Play Wales, Play Scotland, Playboard (NI).</p> |

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| Learning outcome |
| The learner will: |
| 3 Understand how to research aspects of playwork practice relevant to an organisation’s provision |
| Assessment criteria |
| The learner can: |
| 3.1 explain why it is important for playwork organisations to constantly review playwork practice in relation to the context in which they operate |
| 3.2 explain how to access relevant sources of information on playwork practice, including strategies relating to: |

- adult intervention
- care and safeguarding
- **inclusion**
- risk management
- behaviour management

for managing **transitions**

3.3 explain how to make use of information on contemporary playwork practice in relation to the context in which a playwork organisation operates.

Range

3.2 Relevant sources of information – eg; National Play Strategies these are available from the Sector Skills website (SkillsActive), NOS, Play England, Play Wales, Play Scotland, Playboard (NI)

Strategies – Overall plans and aims.

Inclusion – Open and accessible to all, with barriers removed.

Transitions – The emotional and physical stages that a child or young person may pass through that **may not** naturally occur eg; family break up, bereavement, moving house.

Learning outcome

The learner will:

4 Understand how to work with colleagues, children, young people and other key partners to develop playwork policy and practice

Assessment criteria

The learner can:

- 4.1 explain the importance of working with colleagues, children, young people and other **key partners**, when developing playwork policies and practice
- 4.2 explain how to identify key partners to work with on developing playwork policies and practice
- 4.3 explain how to review a playwork organisation's current framework in the light of **research findings**
- 4.4 evaluate different methods of consulting with colleagues, children, young people and other key partners on developing playwork policy and practice
- 4.5 evaluate different methods of influencing policy and practice within a playwork organisation.

Range

4.1 Key partners - parents/carers, local community, local organisations eg; schools, sports clubs.

4.3 Research findings -Information that has been gleaned from research both personal and organisational including 'evidence based'.

Unit 406 **Understand how to work with colleagues and other key partners to develop an organisational framework for children and young people's play**

Supporting information

Evidence requirements

The link below relates to the evidence requirements for NVQs in Playwork
www.skillsactive.com/common-unit-qualifications

Unit 407

Understand how to establish and develop working relationships to support children and young people's play

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|--|---|
| UAN: | D/502/9167 |
| Level: | Level 4 |
| Credit value: | 3 |
| Guided learning hours: | 21 |
| Relationship to NOS: | This unit is linked to the SkillsActive Playwork NOS 2007: D16 Establish and develop working relationships |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills Active, the Sector Skills Council for active leisure, learning and well-being. |
| Aim: | This unit assesses the knowledge and understanding a playworker needs in order to establish and develop working relationships which support children and young people's play. |

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| Learning outcome |
| The learner will: 1 Understand how to establish and develop working relationships with colleagues in a playwork context |
| Assessment criteria |
| The learner can: 1.1 summarise the processes that should be followed to help colleagues adjust to and develop their roles and responsibilities 1.2 explain why it is important to ensure every playwork team member understands and supports the roles and responsibilities of others in the team 1.3 explain the benefits of good communication in a playwork team 1.4 explain why it is important to maintain agreements with colleagues and what to do if this is not possible |

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| 1.5 | explain the importance of team members giving and receiving feedback on their performance |
| 1.6 | explain how to give and receive feedback on performance |
| 1.7 | analyse the types of conflict that may occur in a playwork team and how to resolve these. |

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| Range |
| <p>1.1 Processes – Induction, supervision, continual professional development, ‘buddying’, peer mentoring.</p> <p>1.4 Agreements – Decisions made after discussion, these can be formal and informal.</p> <p>1.7 Types of conflict – The types may be from differing professional perspectives, issues linked to hierarchy in team, workload and even personality issues.</p> |

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| Learning outcome |
| <p>The learner will:</p> <p>2 Understand how to establish and develop working relationships with other professionals in a playwork context</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>2.1 describe the types of other professionals with whom playworkers may need to liaise</p> <p>2.2 explain the importance of agreeing respective roles, responsibilities and boundaries with other professionals</p> <p>2.3 explain the importance of agreeing common objectives, ways of working and communicating with other professionals</p> <p>2.4 explain how to communicate with other professionals in a way that meets their expectations</p> <p>2.5 summarise good practice, values and ethical requirements when liaising with other professionals</p> <p>2.6 explain how to handle disagreements with other professionals.</p> |

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| Range |
| <p>2.1 Types of other professionals – eg teaching staff at local school, staff at leisure centre, social workers, GPs, councillors/officers local authority.</p> |

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| Learning outcome |
| The learner will: 3 Understand how to facilitate reflective practice and the sharing of knowledge in a playwork context |
| Assessment criteria |
| The learner can: 3.1 explain the importance of all those working with children and young people sharing knowledge and experience in relation to reflective practice 3.2 describe how to create and make use of opportunities for others to discuss their experiences 3.3 explain how to foster an environment in which people feel happy to reflect on and discuss what they are doing and the challenges they face 3.4 summarise the essential skills in listening to others and helping others to evaluate and learn from their own experiences 3.5 describe the types of situations in which colleagues are faced with challenges that must be referred to others. |

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| Learning outcome |
| The learner will: 4 Understand legal and good practice requirements in relation to the sharing of information |
| Assessment criteria |
| The learner can: 4.1 summarise the relevant legal requirements covering confidentiality and the disclosure of information 4.2 describe the types of information that should be treated confidentially 4.3 explain who confidential information can be shared with and from whom it should be protected. |

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| Range |
| 4.1 Legal requirements – current laws and regulations (Home Country) that playwork settings must follow eg, safeguarding children and young people. |
| 4.3 Confidential information – information that is personal and private. |

Unit 407 **Understand how to establish
and develop working
relationships to support
children and young people's
play**

Supporting information

Evidence requirements

The link below relates to the evidence requirements for NVQs in Playwork

www.skillsactive.com/common-unit-qualifications

Unit 502

Understand how to develop, manage and review operational plans for play provision

| | |
|--|---|
| UAN: | Y/502/9166 |
| Level: | Level 5 |
| Credit value: | 7 |
| Guided learning hours: | 45 |
| Relationship to NOS: | SkillsActive Playwork NOS 2007: PW17 Develop, manage and review operational plans for play provision |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills Active, the Sector Skills Council for active leisure, learning and well-being. |
| Aim: | This unit assesses the knowledge and understanding a playworker needs in order to develop and implement operational plans for play provision. |

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| Learning outcome |
| The learner will: 1 Understand how to develop operational plans for play provision |
| Assessment criteria |
| The learner can: 1.1 summarise the principles and methods of operational planning in a playwork context 1.2 explain how to identify key targets and outcomes for playwork operational planning 1.3 summarise the principles and methods of negotiating operational plans with colleagues 1.4 explain how to identify, quantify and allocate the resources needed for a playwork operational plan |

- 1.5 explain how to identify the **resources** needed to ensure the inclusion of children who traditionally experience **barriers** to play provision
- 1.6 summarise the principles and methods of consultation within a playwork organisation.

Range

1.1

Operational planning: specific planning for the play organisation to ensure that the organisation can run effectively.

1.2

Key targets: the main specific aims that must be met (SMART).

Outcomes: the consequence or result of putting the operational plan into action.

1.5

Resources: additional and existing playworker support, support from outside agencies, equipment and materials that will support inclusion.

Barriers: these could be - attitudinal (preconceived perceptions of staff and volunteers), environmental (lack of access, lack of resources) or institutional (restrictions dictated by the organisation or building).

Learning outcome

The learner will:

- 2 Understand how to manage operational change in playwork provision

Assessment criteria

The learner can:

- 2.1 summarise the principles and methods of **change management**
- 2.2 explain how to communicate issues relating to change, to colleagues in a playwork organisation
- 2.3 explain the importance of empowering teams and individuals to contribute to the change process
- 2.4 describe the types of obstacles to change that may occur in a playwork organisation
- 2.5 explain strategies that may be used to overcome obstacles to change within a playwork organisation
- 2.6 explain the types of support that colleagues in a playwork organisation may need during periods of change.

Range

2.1

Change management – When the organisation must undertake changes that will usually have an impact on the services or staffing.

Learning outcome

The learner will:

- 3 Understand how to implement organisational values, policies and procedures within the operational plan

Assessment criteria

The learner can:

- 3.1 explain the importance of communicating **policies, procedures** and values to colleagues in a playwork organisation
- 3.2 explain how to ensure that colleagues are able to implement policies, procedures and values in a playwork organisation
- 3.3 explain the types of behaviour that should be modelled to support playwork policies and values
- 3.4 describe the types of words, behaviour and actions that would run counter to playwork policies and values
- 3.5 explain how to address words, behaviour and actions that run counter to playwork policies and values.

Range**3.1**

Policies: guidance statements so that everyone is aware of the goals and boundaries to which they are working.

Procedures: these are the actions to follow to ensure that the policy is put into practice.

Learning outcome

The learner will:

- 4 Understand how to review operational plans for play provision

Assessment criteria

The learner can:

- 4.1 summarise the principles and methods of **monitoring** and **evaluation** in a playwork context
- 4.2 explain different methods of analysing information collected whilst monitoring operational plans
- 4.3 explain how to adjust operational plans in response to monitoring and evaluation.

Range**4.1**

Monitoring – keeping a check on what is happening, usually through observing and reporting.

Evaluation – An assessment of what is going well, what is not going so well and what could be improved.

Unit 502 **Understand how to develop,
manage and review
operational plans for play
provision**

Supporting information

Evidence requirements

The link below relates to the evidence requirements for NVQs in Playwork
www.skillsactive.com/common-unit-qualifications

Unit 503

Understand how to research, design and facilitate possibilities for children and young people's self-directed play

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|--|---|
| UAN: | T/502/9168 |
| Level: | Level 5 |
| Credit value: | 8 |
| Guided learning hours: | 50 |
| Relationship to NOS: | This unit is linked to the SkillsActive Playwork NOS 2010: PW22 Research, design and facilitate possibilities for self-directed play. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Skills Active, the Sector Skills Council for active leisure, learning and well-being. |
| Aim: | This unit assesses the knowledge and understanding a playworker needs in order to research, design and facilitate children and young people's play. |

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| Learning outcome |
| The learner will: 1 Understand how to evaluate play behaviour and play theories |
| Assessment criteria |
| The learner can: 1.1 compare different methods of observing play and interacting with children and young people during play 1.2 explain why it is important to have a critical understanding of own experiences of play and responses to play 1.3 explain how to critically evaluate playwork theories and models in the light of own observations and interactions with children and young people 1.4 describe how to explore ideas for play spaces and possibilities 1.5 evaluate different sources of information on play spaces and how children and young people may use them. |

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| Range |
| 1.4 Play Spaces – any area – physical, affective, permanent or transient – that supports or enriches the potential for children and young people’s self directed play. |

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| Learning outcome |
| The learner will: 2 Understand how to design spaces and possibilities for self-directed play |
| Assessment criteria |
| The learner can: 2.1 explain how to design play possibilities for the following play types : <ul style="list-style-type: none"> • communication play • creative play • deep play • dramatic play • exploratory play • fantasy play • imaginative play • locomotor play • mastery play • object play • role play • rough and tumble play • social play • socio-dramatic play • symbolic play 2.2 explain the key factors to bear in mind when designing play possibilities for disabled children and young people 2.3 explain how to use own observations, research and critical analysis when designing play spaces 2.4 explain how to use creative methods to obtain and create resources needed for play. |

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| Range |
| 2.1 Play Types - A description of play (Bob Hughes) see Explanation of Terms (Appendix 2). |
| 2.2 Key factors – Inclusion from development through to implementation eg; discussions, planning, suitable resources, timescales |
| 2.4 Resources – Equipment and materials that will stimulate play. |

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| Learning outcome |
| The learner will: 3 Understand how to interact with children and young people during self-directed play |
| Assessment criteria |
| The learner can: 3.1 explain why it is important for children and young people to choose and explore play spaces for themselves 3.2 describe the types of support a playworker may need to be aware of when with children and young people who are playing 3.3 describe the mood descriptors associated with children and young people's play and how to recognise these 3.4 explain why it is important to leave the content and intent of play to the children and young people involved 3.5 define the main stages of the play cycle 3.6 define a play frame 3.7 explain how to identify play cues 3.8 explain how and when to respond to a play cue . |

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| Range |
| 3.1 Why it is important – the children and young people should be in control of themselves and actions so that they are following the Playwork Principles for self-directed play. |
| 3.2 Types of support – other playworkers, physical resources, interagency resources eg, support with a disabled child or young person. |
| 3.3 Mood descriptors - the outward signs shown by child or young person, eg; aggressive body language, passive eye contact (ie none), upset, laughing. |
| 3.6 Play frame - a boundary (actual or imaginary) or area where play takes place. |
| 3.7 and 3.8 Play cue – facial expressions, language or body language that communicate the child or young person's wish to play or invite others to play |

Learning outcome

The learner will:

- 4 Understand how to help children and young people to manage risk during play

Assessment criteria

The learner can:

- 4.1 explain why risk is important during children and young people's play
- 4.2 explain **how to encourage** children and young people to take **acceptable risks** during play
- 4.3 identify the particular risks that disabled children face during play
- 4.4 explain **how to assist** disabled children to manage risks for themselves
- 4.5 evaluate different levels of risk in the field of playwork
- 4.6 explain how child development affects children and young people's ability to manage risk.

Range**4.2**

How to encourage – through verbal encouragement, encouraging gestures, leading by example eg, completing the absailing first if the child or young person is reluctant.

Acceptable risk – A level of risk that provides the potential for children and young people to learn and develop without causing them harm.

4.4

How to assist – the lead or agreement should always be with the child or young person and could take the form of specialised equipment, additional playworker support

Unit 503 **Understand how to research,
design and facilitate
possibilities for children and
young people's self-directed
play**

Supporting information

Evidence requirements

The link below relates to the evidence requirements for NVQs in Playwork

www.skillsactive.com/common-unit-qualifications

Appendix 1 Playwork Principles

The “Playwork 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.

The principles cover the following

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 wellbeing 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 Explanation of Terms

Affective Play Space

Spaces that:

- pay attention to and support the variety of feelings and moods that children and young people bring with them or have during play
- have particular areas, materials and/or props that at different times stimulate or encourage the expression, experience or experimentation with a range of emotion
- have playworkers who seek to develop via diverse means, an overall ambience of welcome, acceptance, freedom and playfulness.

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.

Behavioural hazard

Some behaviours during play are potentially hazardous eg egging on, showing off, excluding, hyperactivity, dominating and playworkers need to be aware of these in case their support is needed

Best Practice Benchmarks

A base line therefore minimum standard definition of good practice

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.

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.

Development

This includes play related aspects of human growth from birth through adolescence. These include the progressive development of a 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 socialisation, the process by which children and young people adjust to society and its demands.

Emotional Hazard

Children will bring their moods and feelings from their day with them to a play setting and this often affects the way they behave and interact with others. They will also experience all kinds of feelings when playing – sometimes by choice and sometimes unexpectedly. Some feelings eg fear, anger, excitement, boredom, could be potentially hazardous and Playworkers need to be aware of such feelings in case their support is needed.

Hazard

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

Health and Safety requirements

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

Inclusion

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 the disabled and those from other minority groups, can participate.

Observing Play

The purpose of observation within a play environment is to observe and sometimes record children and young people's play behaviours, in order to ensure that the environment is providing effective play spaces. These observations may therefore include play types, play cues and returns seen. These observations are not for the purpose of monitoring children and young people's development, or planning a curriculum of activities. Observations may or may not be recorded.

Others

Colleagues and fellow professionals, children and young people, parents and carers, groups making use of the facilities and services and key partners (Each unit is specific on who the 'others' are)

Personal development plan

A personal development plan may have different names but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review

Play

Play is freely chosen, personally directed and intrinsically motivated.

- ****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 dysplay.

- ****Play frame** – A material or non-material boundary that keeps the play intact.

Play Needs

What individual children and young people have to have in order to play but are not always able to have for a variety of reasons; eg lack of access, overprotective adults, lack of outdoor environments, etc.

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

Play 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.

Play types – Broad categories that describe the way children and young people play.

Current research suggests there are fifteen or sixteen play types but these may change in the light of ongoing research. Commonly agreed play types include:

- **Symbolic play** -play which allows control, gradual exploration and increased understanding, without the risk of being out of one's depth eg using a piece of wood to symbolise a person, or a piece of string to symbolise a wedding ring.
- **Rough and tumble** -close encounter play which is less to do with fighting and more to do with touching, tickling, gauging relative strength, discovering physical flexibility and the exhilaration of display. Eg playful fighting, wrestling and chasing where the children involved are obviously unhurt and giving every indication that they are enjoying themselves.
- **Socio-dramatic play** - the enactment of real and potential experiences of an intense personal, social, domestic or interpersonal nature eg playing at house, going to the shops, being mothers and fathers, organising a meal or even having a row
- **Social play** - play during which the rules and criteria for social engagement and interaction can be revealed, explored and amended eg any social or interactive situation which contains an expectation on all parties that they will abide by the rules or protocols, i.e. games, conversations, making something together.

- **Creative play** - play which allows a new response, the transformation of information, awareness of new connections, with an element of surprise eg enjoying creation with a range of materials and tools for its own sake.
 - **Communication play** - play using words, nuances or gestures eg mime, jokes, play acting, mickey taking, singing, debate, poetry.
 - **Dramatic play** – play which dramatizes events in which the child is not a direct participator eg presentation of a TV show, an event on the street, a religious or festive event, even a funeral.
 - **Deep play** - play which allows the child to encounter risky or even potentially life threatening experiences, to develop survival skills and conquer fear eg leaping onto an aerial runway, riding a bike on a parapet, balancing on a high beam.
 - **Exploratory play** -play to access factual information consisting of manipulative behaviours such as handling, throwing, banging or mouthing objects eg engaging with an object or area and, either by manipulation or movement, assessing its properties, possibilities and content, such as stacking bricks.
 - **Fantasy play** - play, which rearranges the world in the child's way, a way which is unlikely to occur eg playing at being a pilot flying around the world or the owner of an expensive car.
 - **Imaginative play** - play where the conventional rules, which govern the physical world, do not apply eg imagining you are, or pretending to be, a tree or ship, or patting a dog which isn't there.
 - **Locomotor play** - movement in any and every direction for its own sake eg chase, tag, hide and seek, tree climbing.
 - **Mastery play** - control of the physical and affective ingredients of the environments eg digging holes, changing the course of streams, constructing shelters, building fires.
 - **Object play** -play which uses infinite and interesting sequences of hand-eye manipulations and movements eg examination and novel use of any object eg cloth, paintbrush, cup.
 - **Role play** - Play exploring ways of being, although not normally of an intense personal, social, domestic or interpersonal nature. Eg brushing with a broom, dialling with a telephone, driving a car.
- Examples of play types taken from Hughes, B. (2002) A taxonomy of play types, available from www.playeducation.com*

Reflect

Think in detail about, to show or express, contemplate, mull something over, ponder, look back on. Write and think about the reasons why ...
Make focused connections between your practice and your understanding of theory, with a view of improvement.

Risk

The likelihood of a hazard actually causing harm; this will often be influenced by the age or stage of development of the children and young people involved

Risk Management

Following procedures that keep risk to an acceptable level always bearing in mind that children and young people need to experience and learn to manage risk for themselves and that this is an important aspect of their development.

Transitions

Children and young people naturally pass through a number of 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 children with disabilities or with chronic ill health, 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 including 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.

Transient Play Space

Spaces that change, get modified, adapted or deconstructed via 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 eg 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.

** 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 3 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.

Centre Manual - Supporting Customer Excellence 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, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

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

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Useful contacts

| | |
|---|--|
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| International learners General qualification information | T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com |
| Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com |
| Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com |
| International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com |
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