

City & Guilds Level 3 Award in Transition to Playwork (4974-30)

September 2021 Version 1.0

Qualification Handbook

Qualification at a glance

Subject area	Children and Young People
City & Guilds number	4974-30
Age group approved	18+
Entry requirements	<ul style="list-style-type: none"> • 2 years' experience of childcare / education experience and CPD. • A full level 3 competency-based qualification in education or childcare or a historical qualification in 'education or childcare' would encompass Early Years, Childcare, Supporting Teaching and Learning, Youthwork, Forest Schools. <p>Or</p> <ul style="list-style-type: none"> • an alternative regulated full Level 3 competency-based qualification which recognises the ability of learners to work with children in the absence of their parents / caregivers. e.g. residential childcare/ social care with children / sports.
Assessment	Portfolio of evidence.
Approvals	Automatic approval available.
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates.

Title and level	City & Guilds number	Accreditation number
City & Guilds Level 3 Award in Transition to Playwork	4974-30	603/7742/2

Version and date	Change detail	Section
September 2021 v1	1 st Published	

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1 Introduction

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

Area	Description
Who is the qualification for?	<p>This qualification supports the progression of learners who have completed an Early Years qualification and would like to work in playwork settings or who seek to embrace a playwork approach in their current setting. It is recognised by workforce regulators in this capacity.</p> <p>The primary target audience is learners who have already achieved a level 3 regulated qualification in either Children’s Care Learning and Development, Children and Young People’s Workforce or Early Years Educator. Level 3 qualifications in Youth Work, Children’s Social Care and Children’s Care, Play, Learning and Development will also meet the qualification entry requirements for this qualification</p> <p>It will also support learners who may need to extend their knowledge and skills relating to playwork to support extended provision offered by their current employer or to provide themselves with additional opportunities within playwork.</p>
What does the qualification cover?	<p>The aim of the City & Guilds Level 3 Award in Transition to Playwork is to provide learners who have experience and who are qualified at level 3 in working with children, with an understanding of the Playwork Principles and theories that underpin playwork practice.</p> <p>The qualification also aims to cover how applying the Playwork Principles and theories provide a framework that enables and supports children’s play and their overall development. It also offers an opportunity for reflection on the learner’s own practice and supports progression to competence based playwork qualifications.</p>
What opportunities for progression are there?	<p>They allow learners to progress into employment or to the following City & Guilds qualifications:</p> <ul style="list-style-type: none">• 4964-03 Level 3 Diploma in Playwork (NVQ)• 4964-05 Level 5 Diploma in Playwork
Who did we develop the qualification with?	<p>The qualification was developed with participation from:</p> <ul style="list-style-type: none">• Play Wales• Playboard NI• Playwork Foundation• Clybiau Plant Cymru• Social Care Wales

	<ul style="list-style-type: none"> • Agored Cymru • NCFE CACHE
Is it part of an apprenticeship framework or initiative?	It will replace the current Transition Award in Playwork (from Early Years) qualification in the SASW Level 3 Children's Care, Play, Learning and Development as an employer optional qualification.

Structure

To achieve the City & Guilds Level 3 Award in Transition to Playwork, learners must achieve the three mandatory units (300, 301, 302)

City & Guilds Level 3 Award in Transition to Playwork

City & Guilds unit number	Unit title	Credit Value	GLH
Mandatory Units			
300	A playworker's understanding of play	2	9
301	Playwork in practice	3	12
302	Playwork in the wider context	3	15

Total Qualification Time

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but, unlike guided learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other, appropriate provider of education or training

Title and level	GLH	TQT
City & Guilds Level 3 Award in Transition to Playwork	36	80

2 Centre requirements

Approval

If your centre is approved to offer any of the following qualifications:

- 4964-30 Level 3 Award in Transition to Playwork (From Early Years)
- 4964-03 Level 3 Diploma in Playwork (NVQ)
- 4964-05 Level 5 Diploma in Playwork

you will have automatic approval for the **4974-30 City & Guilds Level 3 Award in Transition to Playwork**.

To offer this qualification, centres new to playwork will need to gain qualification approval. Please refer to the *City & Guilds Centre Manual* for further information. Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Resource requirements

Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. 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, e.g. tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

Assessor Requirements

- Have worked with children and young people as a playworker at the level of this qualification or higher in settings which do not conflict with the Playwork Principles and ethos of playwork.
- Demonstrate practical playwork experience, knowledge and skills required to make accurate judgements about others' competence. This must be via a written account which details: -
 - Their playwork experience – where, what and when
 - Their practical knowledge of the Playwork Principles and playwork theory (including the play cycle, play types, intervention styles, risk benefit assessment and reflective practice)
 - Their understanding of the role of the playworker (as opposed to an early years educator or youth worker) and what skills this role needs in terms of:
 - i) building relationships with children,
 - ii) creating play spaces and
 - iii) supporting play.

- 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 or in reflective records used to evidence CPD (this should include face to face playwork, attendance at sector training days, seminars and conferences, training and reading).
- Have worked or currently training as a playwork assessor and/or a playwork trainer, giving details of when and where and describing what are the specific skills needed for these roles and why.
- Have achieved a recognised training and/or an assessing qualification.

Desirable criteria

- Have achieved or be working towards a recognised playwork qualification on a current or historical UK qualification framework.

Internal Quality Assurers requirements

- IQA needs to meet the requirements of the assessor occupational competence statement above.
- A recognised IQA qualification or currently in training. IQAs must hold the appropriate Internal Quality Assurer qualifications as approved and specified by the regulatory authorities within the required timescales of starting their role.

Two or more of the roles carried out within centres can be undertaken by the same person. However, IQAs who are also acting as assessors cannot internally quality assure their own assessments.

Please see appendix 4: **centre-manual-pdf.ashx (cityandguilds.com)** for more detailed information.

Learner entry requirements

The entry requirements are:

- 2 years' experience of childcare / education experience and CPD.
 - A full level 3 competency-based qualification in education or childcare or a historical qualification in 'education or childcare' would encompass Early Years, Childcare, Supporting Teaching and Learning, Youthwork, Forest Schools.
- Or
- an alternative regulated full Level 3 competency-based qualification which recognises the ability of learners to work with children in the absence of their parents / caregivers. e.g. residential childcare/ social care with children / sports.

Age restrictions

City & Guilds cannot accept any registrations for learners under 18 as this qualification are not approved for under 18s.

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

Data protection, confidentiality and legal requirements

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification.

Confidential records used as evidence

Learners may quite appropriately cite confidential records as evidence in their qualification as long as the parent, or their advocate, has given written and informed consent for records to be used for this purpose. Where appropriate, learners should seek consent from individual children and respect the child's right to refuse.

Confidential records should never be included in learners' portfolio of evidence and should be examined in-situ by the qualified, occupationally competent assessor. Assessors/learners should describe and record what evidence has been provided and where the evidence is located.

The External Quality Assurer (EQA) may wish to discuss such evidence with the centre as part of the verification process but would not normally require sight of confidential records. However, in the unlikely event that the EQA should have concerns about the quality of such evidence, they will, after discussion and agreement with the City & Guilds' quality team, acquaint the centre management with their concerns. They may also seek consent to access such records from the organisation which has responsibility for the safe keeping of the particular confidential records in question.

Images of minors being used as evidence

Photographs and video or other electronic recordings are often used in settings to support the child assessment process and to celebrate children's experiences and achievements. Photographs and video/recording should always be treated as a confidential record and, by preference*, left in situ in the Playwork setting and must not be placed in the portfolio of evidence. Candidates must seek permission before referring to photographs and/or other images (video/electronic recordings) in their assessment records and images must not be used inappropriately (e.g. to embellish/decorate a portfolio). Tutor/assessors must ensure that permission has been secured before accepting such evidence and before viewing images in situ.

Throughout the assessment journey, centres must seek to safeguard the privacy of children and ensure that they fully meet the requirements of child protection practice. If videos or photographs of minors (those under 18) are referred to as part of the assessment process, both the centre and candidate have shared responsibilities relating to child protection legislation.

It is the responsibility of the centre to inform the candidate of the need to obtain written permission from the minor's parent/guardian. This must be in place prior to making references to images in assessment records and before tutor/assessors can view visual displays and pictorial records/reports.

Assessment centres must also ensure that all assessment staff are suitably qualified and approved to work in close proximity to and have access to children. When seeking permission to make references to child images as part of the assessment process, candidates and centres must ensure that clear information has been shared in relation to:

- reasons for and restrictions to referring to photographs or video recordings as evidence
- period of time for which the photographs or video recordings may need to be retained by the setting in order that the assessment process can be facilitated
- the requirement of the candidate and centre to respect the setting's obligation to keep photographs or video recordings secure from unauthorised access
- the requirement of the candidate and centre to respect the settings obligation to provide secure electronic storage requirement of photographs or video recordings.

*City & Guilds recognises the increasing role that social media and technologies play in everyday activities or practice, e.g. Tapestry online learning journal, and that e-portfolios are part of modern assessment practice. When combined this can present centres with specific challenges regarding confidentiality, anonymity, cyber security and data protection. In these circumstances centres must ensure that the employer and families/carers have provided informed consent specifically relating to the inclusion of digital recorded child observations within an e-portfolio. Centres must demonstrate that the e-portfolio system used incorporates sufficiently robust safeguards regarding data storage and access protocols; and that they are maintained to meet GDPR standards.

The following legal considerations apply to this qualification:

- Disclosure and Barring Service (DBS) checks in relation to working with children. These checks should be at the appropriate level to meet the requirements of service regulators.

Access NI

Vetting requirements for those working or on occupational placement within regulated childcare provision in Northern Ireland

Prior to work or placement commencing, learners must undergo an Enhanced Disclosure with barred list vetting checks using the Access NI processes. This must be fully completed, and agreed by the relevant Trust, who will issue a Vetting Clearance Letter to either the work setting or to the educational provider. Please note that an Enhanced Disclosure can only be requested if the workplace or setting is a registered body with AccessNI. Individuals can only apply to AccessNI if they have a personal identification number (PIN) from a registered provider.

The full vetting process does not only refer to a criminal record checks but includes medical references, employment and personal references and Social Services checks. Vetting will be carried out in line with the agreed Regional Vetting Procedure. For full details on the vetting process refer to **VET/1 document Childminding and Day care Vetting Procedure** which is available from each Trust. Further information about the AccessNI process is available **here**

3 Delivering the qualification

Initial assessment and induction

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

- if the learner 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 appropriate type and level of qualification.

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

Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external quality assurer, before they are used by learners and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4 Assessment

Assessment strategy

The City & Guilds Level 3 Award in Transition to Playwork (4974-30) is assessed by a portfolio of evidence. The learner is measured against learning outcomes and assessment criteria described in each unit of the qualification. The learner must meet all the learning outcomes and assessment criteria within the units and meet the rules of combination to be able to be awarded the qualification. All the assessment criteria must be evidenced and a holistic approach to assessment is encouraged.

Centres must carry out a robust initial assessment to ensure that the learner has the opportunity to provide evidence against all the requirements of the qualification.

Assessment decisions for skills-based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor.

Assessment of knowledge-based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment, but the final assessment decision must show application of knowledge within the real work environment.

Evidence must, at all times, reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

Confidential records must not be included in learners' portfolios but must be referred to within the assessment records. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using the services.

The assessor role can be as part of a wider role within an organisation's training department. Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation.

The use of expert witnesses should be determined and agreed by the assessor. An expert witness must:

- have a working knowledge of the units for which they are providing expert testimony
- be occupationally competent in the area for which they are providing expert testimony
- have **EITHER** any qualification in assessment of workplace performance **OR** a work role which involves evaluating the everyday practice of staff.

Expert witnesses can also be used for direct observation where:

- they have occupational expertise for specialist areas, or
- the observation is of a particularly sensitive nature
- have either any qualification that includes assessment of workplace performance and/or a professional work role which involves evaluating the everyday practice of staff

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 are held in trust for the UK playwork profession by the **Scrutiny Group** that acted as an honest broker overseeing the consultations through which they were developed.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is allowed and is also sector specific related to the work directly with children in the context of play. However, the majority of evidence should be generated within the registration period for this qualification.

Grading

This qualification is graded Pass/Fail only.

5 Units

Availability of units

All of the units can be found in this document.

Structure of the units

These units each have the following:

- City & Guilds reference number
- Title
- Level
- Credits
- Guided learning hours (GLH)
- Relationship to NOS
- Unit aim
- Assessment type
- Learning outcomes, which are comprised of a number of assessment criteria
- Additional assessment guidance

Units

This qualification is comprised of three units. A unit describes what is expected of a competent person on completion.

Each unit is divided into learning outcomes which describe in further detail the skills and knowledge that a candidate should possess.

Each learning outcome has a set of assessment criteria (performance, and knowledge and understanding) which specify the desired criteria that have to be satisfied before an individual can be said to have performed to the agreed standard. The practical and knowledge requirements from the National Occupational Standards are mapped to each assessment criteria.

Unit 300

A playworker's understanding of play

Level:	3
Credit value:	2
GLH:	9
Aim:	This unit explores the knowledge and understanding of what play is and the importance of play in children's lives.
Assessment type:	Portfolio

Learning outcome:

The learner will:

- 1 understand children's play from a playwork perspective

Assessment criteria

The learner can:

- 1.1 explain what is meant by freely chosen, personally directed and intrinsically motivated play
 - 1.2 explain why play is a biological, psychological and social necessity
 - 1.3 explain how play is fundamental to the healthy development and wellbeing of individuals and communities
-

Learning outcome

The learner will:

- 2 understand children's right to play

Assessment criteria

The learner can:

- 2.1 identify relevant articles of the **UNCRC** in relation to play
- 2.2 explain how General Comment 17 supports the playwork approach
- 2.3 describe why it is important for policies and procedures to reflect the child's right to play

Learning outcome

The learner will:

- 3 understand opportunities to play in the community

Assessment criteria

The learner can:

- 3.1 analyse a range of play opportunities in the community
- 3.2 analyse a range of barriers to play in the community

Unit 300 **A playworker's understanding of play**

Supporting Information

Guidance

Delivery and assessment

The term 'children' encompasses all children and young people of the ages 0 - 18 in line with national and international legislation.

2.1 A minimum of 3 articles must be identified

3.1 A minimum of 3 play opportunities should be explored

3.2 A minimum of 3 examples must be given

Factors could be social, environmental, legislative, attitudes of the community or economic. Learners should also make suggestions to address barriers to improve access.

Glossary

2.1 **UNCRC** – United Nations Convention on the Rights of the Child

NOS Mapping

SKAPW50

Create settings that support freely chosen self-directed play

SKAPW53

Contribute to the health, safety and wellbeing of children and young people in the playwork setting

SKAPW68

Contribute to the development and review of policies and procedures relating to the rights of children and young people

SKAPW75

Develop and review policies and procedures relating to the rights of children and young people

SKAPW93

Manage, develop and review play provision

Unit 301

Playwork in practice

Level:	3
Credit value:	3
GLH:	12
Aim:	This unit explores the knowledge and skills needed to use the playwork approach in practice.
Assessment type:	Portfolio

Learning outcome:

The learner will:

1. understand the Playwork Principles

Assessment criteria

The learner can:

- 1.1 summarise the Playwork Principles and their purpose
 - 1.2 explain how the Playwork Principles support the playwork process
-

Learning outcome

The learner will:

2. understand playwork theories

Assessment criteria

The learner can:

- 2.1 summarise the playwork curriculum
 - 2.2 summarise the full play cycle as expressed within relevant literature
 - 2.3 explain compound flexibility and its relationship to loose parts
 - 2.4 summarise a playworker's approach to **intervention**
 - 2.5 explain how **play types** are used in playwork practice
-

Learning outcome

The learner will:

3. be able to demonstrate how to support the play process

Assessment criteria

The learner can:

- 3.1 carry out a dynamic risk benefit assessment
 - 3.2 reflect on own use of the playwork curriculum to develop a playwork environment
 - 3.3 evaluate **different** ways a playworker identifies children's play needs and preferences
-

Learning outcome

The learner will:

4. be able to reflect on own practice

Assessment criteria

The learner can:

- 4.1 use a model of reflection to evaluate own playwork practice with regard to play cycle
- 4.2 reflect on own use of the appropriate intervention styles from a playwork perspective
- 4.3 review own practice of undertaking a dynamic risk benefit assessment
- 4.4 analyse the impact of adaptations to own practice in response to children's play needs and preferences

Unit 301 Playwork in practice

Supporting Information

Guidance

Delivery and assessment

The term 'children' encompasses all children and young people of the ages 0 -18 in line with national and international legislation.

2.2 Include the terms – play drive, metalude (pre cues), play cue, play return, play frame, flow, annihilation, adulteration, dys-play, containment. Learners should refer to the Colorado paper and Pete King, The Play Cycle

2.4 **Intervention** should link to Playwork Principle 8 and the appropriate intervention styles (First Claim, Bob Hughes) or Levels of Intervention (Colorado Paper)

2.5 16 **play types**, Bob Hughes as listed in Speculation and Possibilities and First Claim

3.1 Learner to provide a written risk benefit assessment, learners to cover an assessment of benefits, risks, control measures, relevant context. Learners can refer to an example of a template on the Play Safety Forum.

3.3 Three or more **different** ways may include:

- observations of play
- range of play types
- level of participation (identified in UNCRC, Article 12)
- listening and responding to child initiated conversation
- consideration of play environments
- review of paperwork (registration forms etc)
- conversations with parents / carers

Types of evidence

Evidence must include:

- Reflective accounts
- Child observation in practice
- Work products (including records identifying children's play needs and preferences)

NOS Mapping

SKAPW50 - Create settings that support freely chosen self-directed play

SKAPW51 - Prepare and facilitate specific play opportunities

SKAPW52 - Contribute to undertaking risk assessments in the playwork

SKAPW53 - Contribute to the health, safety and wellbeing of children and young people in the playwork setting

SKAPW57 - Contribute to supporting disabled children and young people in the playwork setting

SKAPW61 - Evaluate to improve your own practice and the work of your playwork team

SKAPW64 (SCDHSC0312) - Support children and young people to develop a positive identity and emotional wellbeing

SKAPW81 - Work within the playwork curriculum

SKAPW82 - Analyse and support self-directed play in line with current playwork theories

Unit 302

Playwork in the wider context

Level:	3
Credit value:	3
GLH:	15
Aim:	This unit explores playwork in the wider context of how to engage with others about the importance of play and playwork. It covers the organisational playwork approach to children's play, the role of advocating for play and being able to communicate this to others and understanding safeguarding children in a playwork context.
Assessment type:	Portfolio

Learning outcome:

The learner will:

1. be able to review organisational approaches to play

Assessment criteria

The learner can:

- 1.1 evaluate on own organisation's approach to working with children using a playwork perspective
- 1.2 evaluate an organisational play policy in relation to empowering a child's right to play
- 1.3 reflect on how own **previous approaches** to working with children differs to the playwork approach

Learning outcome

The learner will:

2. understand the role of advocacy in supporting children's play

Assessment criteria

The learner can:

- 2.1 explain the term advocacy in the context of play and playwork
- 2.2 reflect on own advocacy to **others** for children's play

Learning outcome

The learner will:

3. be able to communicate the value of playwork to others

Assessment criteria

The learner can:

- 3.1 advocate to **others** the value of playwork practice in own **setting**
- 3.2 reflect on own communication to **others** of the value of playwork practice in own setting

Learning outcome

The learner will:

4. understand safeguarding in a playwork context

Assessment criteria

The learner can:

- 4.1 explain how **risk factors** differ depending on the children's age and development
- 4.2 describe how playwork supports children to:
 - a. feel connected to people and place
 - b. feel safe and secure
 - c. keep themselves safe
 - d. exercise choice and control
 - e. build resilience through play
 - f. build self esteem
 - g. improve wellbeing
 - h. communicate through play
- 4.3 summarise own role in implementing setting safeguarding procedures

Unit 302 Playwork in the wider context

Supporting Information

Guidance

The term 'children' encompasses all children and young people of the ages 0 -18 in line with national and international legislation.

Delivery and assessment

1.2 Evaluation should include reference to:

- the UNCRC
- General Comment 17
- Playwork Principles

1.3 **Previous approaches.** Qualifications and other experiences in working with children

Reflection should consider some of the following but more than one:

- The role of the adult
- Planning
- Child participation
- Outcomes
- Observations
- Risk management
- Power and control

2.2 **Others.** For example:

- Colleagues
- Parents and / or carers
- Wider community
- Other professionals

3.1 **Setting.** For example, the place where playwork practice takes place

3.2 **Others** could include colleagues, parents and / or carers, professionals, funders, external decision makers, inspectors

4.1 **Risk factors** could include, family environment, community, peer group, access to technology, geography, access to services

Types of evidence

Evidence must include:

- Reflective accounts

NOS Mapping

SKAPW54

Identify safeguarding concerns relating to children and young people in the playwork setting

SKAPW55

Contribute to the development and maintenance of relationships with children, young people and others in the playwork setting

SKAPW56

Contribute to the development and maintenance of links and partnerships in the playwork setting

SKAPW63 - Establish and facilitate play in a nondedicated playwork setting

SKAPW67 - Contribute to the running of a playwork setting

SKAPW69 - Contribute to the communication and promotion of work being undertaken in your playwork setting

SKAPW70 - Contribute to the implementation of policies and procedures to safeguard children and young people within the playwork setting

SKAPW75 - Develop and review policies and procedures relating to the rights of children and young people

SKAPW78 - Communicate and promote the work being undertaken in your playwork setting

SKAPW79 - Work with others external to your playwork setting

Appendix 1 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 **Centre Document Library** on www.cityandguilds.com.

Quality Assurance Standards: Centre Handbook

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on

- Centre quality assurance criteria and monitoring activities
- Administration and assessment systems
- Centre-facing support teams at City & Guilds / ILM
- Centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the Centre Contract.

Quality Assurance Standards: Centre Assessment

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements, or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre-assessments.

Access arrangements - When and how applications need to be made to City & Guilds

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 on such things as:

- **Walled Garden:** how to register and certificate candidates online
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Useful contacts

Please visit: **Contact us | City & Guilds (cityandguilds.com)**

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

Our vision is for a world in which everyone has the skills and opportunities to succeed. We support over 4 million people each year to develop skills that help them into a job, develop on that job and to prepare for their next job. As a charity, we're proud that everything we do is focused on achieving this purpose. Whether that's through delivering work-based learning programmes that build competency, providing flexible pathways that support lifelong employability or through the City & Guilds Foundation funding initiatives that help remove barriers to work and learning.

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