Specification

Pearson Edexcel Level 3 Diploma in Playwork (NVQ)

For first registration December 2011

Issue 2: June 2016

Pearson is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

This specification is Issue 2. Key changes listed in summary table on next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously entitled:

Edexcel Level 3 Diploma in Playwork (NVQ) (QCF)

The QN remains the same.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Summary of Pearson Edexcel Level 3 Diploma in Playwork (NVQ) specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	2
Definition of sizes of qualifications aligned to TQT	2
TQT value added	5
GLH value for the shortest route through the qualification added	5
QCF references removed from unit titles and unit levels in all units	14 - 153
Guided learning definition updated	10

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html

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Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 3 Diploma in Playwork (NVQ):

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 3 Diploma in Playwork (NVQ)	600/3264/9	01/11/2011

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website.

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Key features of the Pearson Edexcel Level 3 Diploma in Playwork (NVQ)

This qualification:

- is nationally recognised

- is based on the Playwork National Occupational Standards (NOS).
  The NOS, assessment requirements/strategy and qualification structure is owned by SkillsActive.

The Pearson Edexcel Level 3 Diploma in Playwork (NVQ) has been approved as a component of the Playwork Advanced Apprenticeship framework.

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.
Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

These qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of
  1–12 credits)

- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more
  (equivalent to 37 credits and above).

Qualification objectives

What is the purpose of this qualification?

The Pearson Edexcel Level 3 Diploma in Playwork (NVQ) is aimed at learners who are already working in a playwork setting and are seeking a supervisory role. Settings could be out-of-school work (including after-school or breakfast clubs) and seasonal holiday clubs. Learners may already be working as playworkers or assistant playworkers or as children's holiday representatives.

Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification.

Restrictions on learner entry

The Pearson Edexcel BTEC Level 3 Diploma in Playwork is accredited for learners aged 16 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Where learners are of 16 years old they can be considered potentially vulnerable under current legislation. Where learners are required to spend time in and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

What is the benefit of this qualification to the learner and employer?

The Pearson Edexcel Level 3 Diploma in Playwork provides knowledge about the role of the Level 3 playworker when working with children and young people between the ages of 4 to 16. It prepares learners for roles in management of play environments and as line managers of other staff.

The qualification covers the knowledge and skills needed when working unsupervised and learners will need to demonstrate their managerial skills in the workplace. It is aimed at experienced playworkers who have a wide knowledge and understanding of children and young people and now want to move on to a managerial role.

What are the potential job roles for those working towards this qualification?

The Pearson Edexcel Level 3 Diploma in Playwork (NVQ) is appropriate for those supervising and training others in playwork. Examples of job roles at level 3 are senior playworkers or assistant managers of playwork facilities.

What progression opportunities are available to learners who achieve this qualification?

This qualification intends to prepare learners for employment in playwork environments in roles such adventure centre supervisor or as a manager of any playwork provision. Learners can also progress to a Foundation Degree.

What is the qualification structure for the Pearson Edexcel Level 3 Diploma in Playwork (NVQ)?

Individual units can be found in the *Units* section.

Total Qualification Time = 650

Guided learning hours = 437

Learners must achieve a minimum 65 credits in total – 46 credits from the 13 mandatory units in Group A and a minimum of 19 credits from any of the 11 optional units in Group B.

Group A - mandatory units				
Unit No	**Unit reference**	**Unit title**	**Credit**	**Level**
1	Y/601/1695	Understand How to Safeguard the Wellbeing of Children and Young People	3	3
2	M/601/1699	Understand How to Support Positive Outcomes for Children and Young People	3	3
3	L/602/1799	Understand Children and Young People's Self-directed Play	5	3
4	T/602/1800	Understand the Organisational Framework for Play	4	3
5	A/602/1801	Understand Relationships in the Play Environment	3	3
6	F/602/1802	Understand Health, Safety and Security in the Play Environment	2	3
7	J/602/1803	Understand How to Plan for and Support Children and Young People's Self-directed Play	5	3
8	L/602/1804	Contribute to an organisational framework that reflects the needs and protects the rights of children and young people	4	3
9	R/602/1805	Develop and maintain a healthy, safe and secure play environment for children and young people	3	3
10	Y/602/1806	Develop and promote positive relationships in a play environment	3	3
11	D/602/1807	Plan for and support children and young people's self-directed play	4	3
12	J/602/1798	Understand Playwork Principles	4	3

Unit No	Unit reference	Unit title	Credit	Level
13	A/601/1429	Engage in personal development in health, social care or children's and young people's settings	3	3
Group B – Optional Units				
14	J/602/1834	Work with colleagues in a playwork team	10	3
15	L/602/1835	Engage with parents, carers and families in a play environment	10	3
16	R/602/1836	Administer playwork provision	8	3
17	Y/602/1837	Inclusive play, working with disabled children and young people	11	4
18	D/602/1838	Promote own organisation in the community	13	3
19	H/602/1839	Contribute to evaluating, developing and promoting services	11	4
20	Y/602/1840	Organise and supervise travel	7	3
21	D/602/1841	Manage a budget	11	3
22	H/602/1842	Recruit, select and keep colleagues	12	5
23	K/602/1843	Provide learning opportunities for colleagues	11	4
24	M/602/1844	Allocate and monitor the progress and quality of work in own area of responsibility	14	4

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes

- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion

- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or

- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or

- as part of a training programme.

Assessment requirements/strategy

The assessment requirements for this qualification have been included in *Annexe D*. They have been developed by SkillsActive in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments

- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers

- quality control of assessment

- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role

- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace

- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification

- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)

- outcomes from oral or written questioning (Q&A)

- products of the learner's work (P)

- personal statements and/or reflective accounts (RA)

- outcomes from simulation, where permitted by the assessment strategy(S)

- professional discussion (PD)

- assignment, project/case studies (A)

- authentic statements/witness testimony (WT)

- expert witness testimony (EPW)

- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website: qualifications.pearson.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe B*.

What resources are required?

This qualification is designed to support learners working in the playwork sector. Physical resources need to support the delivery of the qualification and the assessment of the learning outcomes and must be of industry standard. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:

> This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number:

> This code is a unique reference number for the unit.

Level:

> All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value:

> All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.

Guided learning hours:

> Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study

Assessment requirements/evidence requirements:

> The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.

Assessment methodology:

> This provides a summary of the assessment methodology to be used for the unit.

Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.

> Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.

> The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.

> Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.

Units

Unit 1: Understand How to Safeguard the Wellbeing of Children and Young People

Unit reference number: Y/601/1695

Level: 3

Credit value: 3

Guided learning hours: 25

Assessment requirements

Please see annexe D for assessment requirement and assessment methodology.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people.	1.1	outline current legislation, guidelines, policies and procedures within own UK home nation affecting the safeguarding of children and young people			
		1.2	explain child protection within the wider concept of safeguarding children and young people			
		1.3	analyse how national and local guidelines, policies and procedures for safeguarding affect day-to-day work with children and young people			
		1.4	explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice			
		1.5	explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the importance of working in partnership with other organisations to safeguard children and young people	2.1	explain the importance of safeguarding children and young people			
		2.2	explain the importance of a child or young person-centred approach			
		2.3	explain what is meant by partnership working in the context of safeguarding			
		2.4	describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed			
3	Understand the importance of ensuring children and young people's safety and protection in the work setting	3.1	explain why it is important to ensure children and young people are protected from harm within the work setting			
		3.2	explain policies and procedures that are in place to protect children and young people and adults who work with them			
		3.3	evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected			
		3.4	explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off-site visits			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to respond to evidence or concerns that a child or young person has been abused or harmed.	4.1	describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding			
		4.2	describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting			
		4.3	explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged			
5	Understand how to respond to evidence or concerns that a child or young person has been bullied	5.1	explain different types of bullying and the potential effects on children and young people			
		5.2	outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place			
		5.3	explain how to support a child or young person and/or their family when bullying is suspected or alleged			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand how to work with children and young people to support their safety and wellbeing	6.1	explain how to support children and young people's self-confidence and self-esteem			
		6.2	analyse the importance of supporting resilience in children and young people			
		6.3	explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety			
		6.4	explain ways of empowering children and young people to make positive and informed choices that support their well being and safety			
7	Understand the importance of e-safety for children and young people	7.1	explain the risks and possible consequences for children and young people of being online and of using a mobile phone			
		7.2	describe ways of reducing risk to children and young people from: • social networking • internet use • buying online • using a mobile phone.			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 2: Understand How to Support Positive Outcomes for Children and Young People

Unit reference number:	M/601/1699
Level:	3
Credit value:	3
Guided learning hours:	25

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people	1.1	describe the social, economic and cultural factors that will impact on the lives of children and young people			
		1.2	explain the importance and impact of poverty on outcomes and life chances for children and young people			
		1.3	explain the role of children and young people's personal choices and experiences on their outcomes and life chances			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how practitioners can make a positive difference in outcomes for children and young people	2.1	identify the positive outcomes for children and young people that practitioners should be striving to achieve			
		2.2	explain the importance of designing services around the needs of children and young people			
		2.3	explain the importance of active participation of children and young people in decisions affecting their lives			
		2.4	explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives			
3	understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people	3.1	explain the potential impact of disability on the outcomes and life chances of children and young people			
		3.2	explain the importance of positive attitudes towards disability and specific requirements			
		3.3	explain the social and medical models of disability and the impact of each on practice			
		3.4	explain the different types of support that are available for disabled children and young people and those with specific requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people	4.1	explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people			
		4.2	compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes			

Learner name: _____   Date:_____

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Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 3: Understand Children and Young People's Self-Directed Play

Unit reference number:	L/602/1799
Level:	3
Credit value:	5
Guided learning hours:	35

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the nature of freely chosen, self-directed play	1.1	explain the characteristics of freely chosen, self-directed play			
		1.2	explain the importance of observation to analyse children and young people's play			
		1.3	explain why it is important to collect information other than by observation in order to analyse children and young people's play preferences			
2	Understand the key concepts involved in children and young people's play	2.1	explain the following terms, giving an example for each: • play needs and play preferences • the play cycle and its component parts • loose parts • play spaces			
		2.2	list the 16 play types and give examples for each			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to balance requirements for health, safety and welfare with the need for stimulation, challenge and risk	3.1	summarise the main health, safety and security requirements that apply to a play environment			
		3.2	explain the benefits of risk, stimulation and challenge during children and young people's play			
		3.3	explain the concept of acceptable and unacceptable risk in the context of all children and young peoples play			
		3.4	Evaluate the different approaches to managing risk and risk benefit analysis during children and young people's play			
		3.5	Explain the value of enabling children and young people to manage risk for themselves			
		3.6	Explain how playwork organisations seek to balance the health, safety and security of the play environment with children and young people's need for stimulation, risk and challenge			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to reflect on children and young people's play	4.1	Observe play in a way that is sensitive to the children and young people involved			
		4.2	Reflect on observations of children and young people's play			
		4.3	Collect further information about children and young people's play and play preferences			
		4.4	Identify a range of different play types from own observations			
		4.5	Evaluate the impact of adult intervention on children and young people's play			

Learner name: _____ Date:_____

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(*if sampled*)

Unit 4: Understand the Organisational Framework for Play

Unit reference number: T/602/1800

Level: 3

Credit value: 4

Guided learning hours: 35

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Assessment requirements/evidence requirements

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard require to achieve the unit. This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles shown in *Annexe D.*

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the rights of children and young people in a playwork context	1.1	summarise the key legal requirements covering the rights of children and young people and those who care for them in a play context			
		1.2	explain the importance of the play environment having policies and procedures that reflect legal requirements			
		1.3	evaluate different theories and models of good practice relating to inclusion			
		1.4	explain how to recognise attitudinal, environmental and institutional barriers to inclusion in a play environment			
		1.5	explain how to promote children and young people's rights in the play environment			
		1.6	clarify the difference between separate, segregated, integrated and inclusive play provision			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to contribute to strategies, policies and procedures that reflect children and young people's rights	2.1	evaluate a playwork organisation's strategies, policies and procedures in relation to the children and young people's rights			
		2.2	explain how to develop policies and procedures for a play environment to cover: • play and social activities • health and safety • anti-discriminatory practice • child protection and bullying • responding to behaviour			
		2.3	explain how to ensure that policies and procedures are put into practice			
		2.4	clarify the importance of reviewing policies and procedures			
		2.5	explain how to review policies and procedures			

Learner name: _____ Date:_____

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(*if sampled*)

Unit 5: Understand Relationships in the Play Environment

Unit reference number: A/602/1801

Level: 3

Credit value: 3

Guided learning hours: 20

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to develop relationships with children and young people	1.1	explain how the development of children and young people affects the way they relate to playworkers			
		1.2	evaluate different strategies for helping children and young people to feel welcome and valued in the play environment			
		1.3	explain what is meant by 'appropriate' and 'inappropriate' behaviour when a playworker interacts with children			
		1.4	explain why it is important to involve children and young people in decision making			
		1.5	evaluate different strategies that can be used to involve children and young people in decision making			
		1.6	explain how to negotiate with children and young people at different stages of development			
		1.7	explain different approaches that can be used to show children and young people that the playworker respects their individuality			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to support communication with children and young people	2.1	explain the importance of the playworker communicating clearly with children and young people			
		2.2	explain why it is important for children and young people to be able to ask questions, offer ideas and make suggestions in the play environment			
		2.3	explain the importance of listening to children and young people			
		2.4	explain different strategies that can be used to communicate with children and young people who have communication difficulties			
3	Be able to support communication with children and young people	3.1	demonstrate two-way communication with a range of children and young people			
		3.2	demonstrate behaviour that shows children and young people's ideas and feelings are valued			
		3.3	demonstrate different methods of supporting children and young people to communicate with others			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to support children and young people in developing relationships with others	4.1	summarise different ways in which a playworker can help children and young people understand the value and importance of positive relationships with others			
		4.2	explain the importance of children and young people valuing and respecting other people's individuality and feelings			
		4.3	summarise different strategies a playworker can use to help children and young people value and respect other people's individuality and feelings			
		4.4	justify why it is important to be consistent and fair in when responding to behaviour in the play environment			
		4.5	summarise different strategies a playworker can use when responding to children and young peoples behaviour			
		4.6	explain why it is important for children and young people to be able to deal with conflict themselves			
		4.7	explain the types of support a playworker might need to give to help children and young people deal with conflict themselves			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how to communicate with adults	5.1	explain why it is important to have positive relationships with adults in the play environment			
		5.2	explain the importance of clear communication with adults in the play environment			
		5.3	summarise different strategies the playworker can use to communicate with adults who have communication difficulties			
		5.4	evaluate types of situations that might lead to conflict between playworkers and other adults			
		5.5	explain different strategies the playworker can use to deal with conflict situations involving other adults			

Learner name: _____   Date:_____

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Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 6: Understand Health, Safety and Security in the Play Environment

Unit reference number: F/602/1802

Level: 3

Credit value: 2

Guided learning hours: 15

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the requirements for health, safety and security in the play environment	1.1	summarise the statutory and regulatory requirements covering the health, safety and security in a play environment for: • children and young people • workers • families and visitors			
		1.2	explain the regulations covering manual handling and the risks associated with lifting and carrying children			
		1.3	explain how child development affects health, safety and security arrangements in a play environment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand health, safety and security procedures in a play setting	2.1	explain the procedures to follow for safety checking the following in a play environment: • facilities • equipment • toilets • washing areas • movement and activity of children and young people			
		2.2	explain the security procedures to follow for the arrival and departure of children and young people at a play environment			
		2.3	explain the procedures for the storage and administration of medicines at a play environment			
3	Understand how to assess risk in a play environment	3.1	explain the theories and models of risk assessment that are used for the following: • indoor play environment • outdoor play environment • outings			
		3.2	explain the difference between formal and informal risk assessments			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to respond to accidents and other emergencies in a play environment	4.1	explain the procedures to follow to record and report accidents and incidents			
		4.2	explain the required contents of a first aid kit			
		4.3	explain how to respond to a range of situations involving accidents and injuries, taking account of the age of the children and young people involved			
		4.4	describe the signs and symptoms of the common types of childhood illnesses and allergies that a playworker is likely to encounter			
		4.5	explain appropriate responses to a range of common childhood illnesses and allergies			
		4.6	evaluate the emergency procedures in a play environment for: • fire • missing children • evacuation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand hygiene practices in a play environment	5.1	explain good hygiene practices in relation to: • cross-infection • systems for the disposal of different types of waste • food handling • handling bodily fluids • issues concerning the spread of HIV and hepatitis			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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(*if sampled*)

Unit 7:   Understand How to Plan for and Support Children and Young People's Self-Directed Play

Unit reference number: J/602/1803

Level: 3

Credit value: 5

Guided learning hours: 40

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to plan for children and young people's self-directed play	1.1	explain why it is important to identify children and young people's play needs and preferences			
		1.2	explain how the development of children and young people affects their play needs and preferences			
		1.3	evaluate a range of methods for consulting with children and young people on their play needs and preferences			
		1.4	summarise the types of indicators and objectives that can be used to evaluate play provision			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to create play spaces for children and young people's self-directed play	2.1	explain how to create the following types of play spaces: physical, transient affective, permanent			
		2.2	explain how these play spaces could offer opportunities for a range of play experiences			
		2.3	explain why it is important to create play spaces that children and young people can adapt to their own needs			
		2.4	explain how to obtain and create resources for play spaces			
		2.5	explain how to work with children and young people in the creation of play spaces			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to support children and young people's self-directed play	3.1	explain why it is important for children and young people to choose and explore play spaces for themselves			
		3.2	explain how to decide when is the appropriate time to provide support during children and young people's play			
		3.3	explain why it is important to leave the content and intent of play to children and young people			
		3.4	explain why it is important to allow play to continue uninterrupted			
		3.5	explain why it is important not to show children and young people 'better ways' of doing things, unless they ask			
		3.6	explain how to identify and respond to a play cue			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to help children and young people manage risk during play	4.1	justify why it is important to encourage and support acceptable risk taking during self-directed play			
		4.2	explain the levels of risk that are acceptable according to a play organisation's policies and procedures			
		4.3	explain how the development of children and young people affects the assessment and management of risk during self-directed play			
		4.4	evaluate different strategies for enabling children and young people to manage risk for themselves			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 8: Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

Unit reference number: L/602/1804

Level: 3

Credit value: 4

Guided learning hours: 30

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to research children and young people's needs and rights	1.1	research the following needs and rights of children and young people who use the play setting: • for play and social activities • for care and safety • for emotional wellbeing • for inclusion • for acknowledgement of identity • for information • for consultation and decision making			
		1.2	evaluate existing policies and procedures to ensure the needs and rights of children and young people in a play setting are being met			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to consult on children and young people's needs and rights	2.1	use different methods to consult with children and young people on the most effective ways a play setting can meet their needs and rights			
		2.2	promote children and young people's needs and rights to adults			
		2.3	evaluate consultation feedback, in partnership with children and young people			
		2.4	develop suggestions, in partnership with individual children and young people, to meeting their needs and rights in a play setting			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to contribute to procedures that reflect children and young people's needs and rights	3.1	develop group agreements with children and young people on ways of meeting their needs and rights			
		3.2	contribute to developing organisational procedures that are based on the ways of meeting needs and rights agreed with children and young people			
		3.3	reach agreements on organisational procedures with children and young people and adults who use the setting			
		3.4	provide information on organisational procedures to the children and young people and adults who use the setting			
		3.5	evaluate feedback on how well organisational procedures are working			
		3.6	negotiate ways of improving organisational procedures with children, young people and adults			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to promote a diverse and inclusive play environment	4.1	make sure a play environment reflects and promotes diversity and inclusion			
		4.2	promote the play environment to children and young people who may experience barriers to participation			
		4.3	provide children and young people who may experience barriers to participation with appropriate support			
		4.4	provide a positive role model for issues to do with inclusion and diversity			
		4.5	provide opportunities for children and young people to understand and value diversity and inclusion			
		4.6	promote diversity and inclusion to colleagues and other relevant adults, providing support where necessary			
		4.7	deal with words and behaviour that challenge diversity and inclusion in a way appropriate to the people involved			

Learner name: _____   Date:_____

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(*if sampled*)

Unit 9: Develop and maintain a healthy, safe and secure play environment for children and young people

Unit reference number: R/602/1805

Level: 3

Credit value: 3

Guided learning hours: 25

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to establish a healthy, safe and secure environment for children and young people	1.1	evaluate up-to-date and accurate information about the health, safety and security requirements of the play environment			
		1.2	identify hazards in a play environment			
		1.3	remove hazards that can be eliminated			
		1.4	assess levels of risk for hazards that cannot be eliminated			
		1.5	establish procedures for managing the risks associated with hazards that cannot be eliminated			
		1.6	make sure all children, young people and adults using the play environment have information about the health, safety and security procedures that are relevant to them			
		1.7	review health, safety and security procedures in line with changing circumstances and requirements and to make improvements			
		1.8	keep records of hazard identification, risk assessments and health, safety and security procedures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to maintain a healthy, safe and secure environment for children and young people	2.1	assess the health, safety and security of a play environment before, during and following work activities			
		2.2	make sure children, young people and adults using a play environment follow the health, safety and security procedures			
		2.3	provide support, when necessary, to help children, young people and adults to follow the relevant health, safety and security procedures			
		2.4	maintain supervision of children and young people as appropriate to the levels of risk and the individual children and young people involved			
		2.5	support children and young people to manage risk for themselves			
		2.6	support children and young people's awareness of their own and others' safety and their personal responsibility for the health, safety and security of others			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to implement procedures for accidents, injuries, illnesses and other emergencies	3.1	make sure that accidents, injuries, signs of illness and other emergencies are identified when they occur			
		3.2	follow a play environment's procedures to deal with accidents, injuries, signs of illness and other emergencies			
		3.3	ensure that self and others are not put at unnecessary risk			
		3.4	provide comfort and reassurance to those involved			
		3.5	ensure first aid and medication are provided according to legal requirements and the play environment's procedures			
		3.6	follow the legal requirements and play environment's procedures for recording and reporting accidents, illnesses, injuries, signs of illness and other emergencies			

Learner name: _____ Date:_____

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Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 10:   Develop and promote positive relationships in a play environment

Unit reference number: Y/602/1806

Level: 3

Credit value: 3

Guided learning hours: 22

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to develop relationships with children and young people in a play environment	1.1	interact with children and young people in a way that helps them feel welcome and valued in the play environment			
		1.2	adapt own behaviour to the age, needs and abilities of individual children and young people			
		1.3	negotiate with children and young people about their needs and preferences			
		1.4	involve children and young people in decision making as appropriate to them and their individual development			
		1.5	apply anti-discriminatory practice in relationships with children and young people			
		1.6	maintain appropriate behaviour when working with children and young people			
		1.7	give attention to individual children and young people in a way that is fair to them and the group as a whole			
		1.8	respect confidential information about children and young people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to communicate with children and young people in a play environment	2.1	communicate with children and young people in a way that is appropriate to their individual needs and abilities			
		2.2	listen to children and young people			
		2.3	respond to what children and young people communicate in a way that shows they are valued			
		2.4	ask children and young people relevant questions to clarify and confirm points			
		2.5	encourage children and young people to ask questions, offer ideas and make suggestions			
		2.6	adapt communication methods in response to communication difficulties with children and young people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support children and young people in developing relationships in the play environment	3.1	support children and young people in developing agreements about ways of behaving in the play environment and how these will be put into effect			
		3.2	support children and young people in understanding other people's feelings			
		3.3	support children and young people who have been upset by others			
		3.4	support children and young people to resolve conflict themselves			
		3.5	support other adults to develop positive relationships with children and young people in the play environment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to communicate with adults in the play environment	4.1	communicate with adults politely and courteously and in a way that is appropriate to them			
		4.2	show respect for adults' individuality, needs and preferences			
		4.3	respond to adults' requests for information accurately within agreed boundaries of confidentiality			
		4.4	actively listen to adults, asking questions and clarifying points when necessary			
		4.5	adapt communication methods in response to communication difficulties with adults			
		4.6	handle disagreements with adults in a way that will maintain positive working relationships			

Learner name: _____ Date:_____

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(*if sampled*)

Unit 11: Plan for and support children and young people's self-directed play

Unit reference number: D/602/1807

Level: 3

Credit value: 4

Guided learning hours: 30

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to collect information on children and young people's play needs and preferences	1.1	Collect information on children and young people's play using the following methods: • observing children and young people at play • interacting with children and young people			
		1.2	Investigate the needs of children and young people who experience barriers to access			
2	Be able to analyse information on children and young people's play needs and preferences	2.1	Analyse information about children and young people's play needs and preferences			
		2.2	Take account of the needs of children and young people who experience barriers to access			
		2.3	Take account of children and young people's ideas on their play needs and preferences			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to plan play spaces for children and young people's self-directed play	3.1	Identify a range of play spaces and resources that will meet the play needs of children and young people			
		3.2	Plan the following play spaces that will meet the needs of children and young people and can be adapted by them to meet new needs: • physical • affective • transient • permanent			
		3.3	Make sure play spaces provide for a range of different play types			
4	Be able to prepare play spaces for children and young people's self-directed play	4.1	Obtain the resources needed for planned play spaces			
		4.2	Work within available budgets to prepare play spaces			
		4.3	Find creative ways of obtaining or making resources			
		4.4	Create planned play spaces with children and young people's involvement			
		4.5	Ensure play spaces are accessible for all the children and young people who take part			
		4.6	Ensure play spaces meet health and safety requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to support children and young people's self-directed play	5.1	Encourage children and young people to choose and explore a range of play spaces for themselves			
		5.2	Provide support to children and young people in their exploration of play spaces			
		5.3	Leave the content and intent of play to the children and young people			
		5.4	Enable play to occur uninterrupted			
		5.5	Enable children and young people to explore their own values when playing			
		5.6	Ensure children and young people can develop their own play			
		5.7	Respond to play cues according to the stage of the play cycle			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to support children and young people to manage risk during self-directed play	6.1	Allow children and young people to experience and explore risk during play			
		6.2	Identify the following types of risk when they occur: • physical • emotional • behavioural • environmental			
		6.3	Assess the risks posed by hazards in a way that is sensitive to the children and young people involved			
		6.4	Raise children and young people's awareness of hazards and how to manage risk for themselves			
		6.5	Balance the risks involved in self-directed play with the benefits of challenge and stimulation			
		6.6	Intervene in self-directed play only when the level of risk becomes unacceptable			

Learner name: _____ Date:_____

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Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 12: Understand Playwork Principles

Unit reference number: J/602/1798

Level: 3

Credit value: 4

Guided learning hours: 35

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the role of, and need for, play	1.1	Explain the innate drive for children and young people to play			
		1.2	Analyse how play is necessary for all children and young people's development and well being			
		1.3	Explain what is meant by play being a biological, psychological, sociological necessity			
2	Understand children and young people's rights in relation to play	2.1	Evaluate the importance of the UN Convention on the Rights of the Child in relation to play provision			
		2.2	Explain how playwork organisations seek to meet the rights of all children and young people for play			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the role of the playwork team in supporting children and young people's play	3.1	Explain the importance of a team approach to supporting children and young people to create play spaces			
		3.2	Explain the role of playworkers acting as advocates for play			
		3.3	Evaluate different interventions a playwork team can use to support children and young people's play			
		3.4	Explain the importance of balancing the needs and rights of individual children and young people with the needs and rights of others			
		3.5	Evaluate the impact of playworkers on the play space			
		3.6	Evaluate the impact of children and young people's play on members of the playwork team			
		3.7	Explain the concept of reflective practice in the context of a playwork team			

Learner name: _____ Date:_____

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Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 13: Engage in personal development in health, social care or children's and young people's settings

Unit reference number: A/601/1429

Level: 3

Credit value: 3

Guided learning hours: 10

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand what is required for competence in own work role	1.1	describe the duties and responsibilities of own work role			
		1.2	explain expectations about own work role as expressed in relevant standards			
2	Be able to reflect on practice	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			
3	Be able to evaluate own performance	3.1	evaluate own knowledge, performance and understanding against relevant standards			
		3.2	demonstrate use of feedback to evaluate own performance and inform development			
4	Be able to agree a personal development plan	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to use learning opportunities and reflective practice to contribute to personal development	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			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 14:   Work with colleagues in a Playwork team

Unit reference number: J/602/1834

Level: 3

Credit value: 10

Guided learning hours: 65

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to the work of a playwork team	1.1	maintain relationships with the following colleagues in a way that helps the team work effectively: • working at same level • line managers • staff responsible to learner			
		1.2	carry out duties and responsibilities in a way as agreed with colleagues			
		1.3	clarify duties and responsibilities with the relevant colleague			
		1.4	respect the roles and responsibilities of others in the team and hand over situations to them when appropriate			
		1.5	vary agreed duties and responsibilities in collaboration with relevant colleagues			
		1.6	ask for additional support when necessary			
		1.7	make positive and realistic suggestions as to how the work of the playwork team can be improved			
		1.8	report progress and difficulties to relevant colleagues			
		1.9	make contributions to team meetings that assist the work of the team			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to provide support to colleagues in a playwork team	2.1	provide comment and constructive criticism to colleagues in a way that identifies good practice and reinforces their self-confidence			
		2.2	offer support to colleagues when they need it			
		2.3	communicate with colleagues, orally and in writing, making sure they have the information they need			
		2.4	demonstrate own support for diversity in relationships with colleagues			
		2.5	challenge discrimination and prejudice when working with colleagues			
3	Be able to respond to conflict in a playwork team	3.1	respond to conflict in a way that does not disrupt the work of the playwork team			
		3.2	refer conflict that cannot be resolved to the relevant colleague			
		3.3	demonstrate willingness to compromise when feasible solutions to conflict are proposed			
		3.4	offer effective support to colleagues in conflict in a way that is consistent with organisational procedures			
		3.5	provide reports on incidents of conflict as required by organisational procedures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to contribute to the work of a playwork team	4.1	explain why effective, inclusive teamwork is important and how it contributes to the quality of provision			
		4.2	summarise the responsibilities of own role and the boundaries of own competence			
		4.3	explain why it is important to carry out agreed responsibilities and duties and what may happen if you do not do this			
		4.4	explain the importance of sorting out any duties or responsibilities which are unclear			
		4.5	clarify why responsibilities and duties should only be varied with the agreement of colleagues			
		4.6	describe the types of situations in which additional support should be sought from colleagues			
		4.7	explain the importance of making suggestions as to how the team's work could be improved			
		4.8	explain why it is important to keep the appropriate colleagues up to date and informed of progress			
		4.9	explain why it is important for the team to anticipate the needs of users			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how to provide support to colleagues in a playwork team	5.1	clarify why it is important to give colleagues constructive criticism			
		5.2	explain why it is important for colleagues to receive recognition for their contributions			
		5.3	describe the types of situations in which colleagues may need support and how to respond to these			
		5.4	explain why it is important to share information and how to do this effectively			
		5.5	clarify why diversity is important in own area of work			
		5.6	explain why discrimination and prejudice should be challenged and how to do so effectively and constructively			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand how to respond to conflict in a playwork team	6.1	summarise the types of conflict which tend to happen in teams and how to deal with these			
		6.2	explain why it is important not to disrupt the work of the team when conflict occurs			
		6.3	summarise the types of conflict which can be dealt with personally and types of conflict which must be referred to others			
		6.4	clarify why it is important to compromise when possible			
		6.5	describe the types of situations where compromises should not be made			
		6.6	summarise different ways to provide support to colleagues involved in conflict			
		6.7	explain why it is important to make a prompt and accurate report of conflict in the team			
		6.8	summarise organisational procedures for dealing with conflict			

Learner name: _____   Date:_____

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Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 15: Engage with parents, carers and families in a play environment

Unit reference number: L/602/1835

Level: 3

Credit value: 10

Guided learning hours: 65

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace. Simulation is only allowed for assessment Criteria 1.6 if there is not naturally occurring evidence. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to develop relationships with parents, carers and families	1.1	initiate relationships with parents, carers and families in a way that helps them feel welcome in the play environment			
		1.2	establish respectful, open and honest relationships with parents, carers and families			
		1.3	respect the wishes of parents, carers and families within the limitations of agreed procedures, values and children's rights			
		1.4	respond promptly and positively to complaints and suggestions from parents, carers and families			
		1.5	respect confidential information about parents, carers and families as long as the children's welfare is maintained			
		1.6	handle any issues or complaints from parents and carers tactfully and in accordance with organisational procedures			
2	Be able to communicate with parents, carers and families	2.1	hold conversations with parents, carers and families at appropriate times			
		2.2	summarise and provide clear and accurate information to parents, carers and families			
		2.3	confirm that parents, carers and families have understood what was communicated			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support effective parenting as a playworker	3.1	encourage parents, carers and families to understand the value of play			
		3.2	advocate to parents, carers and families the importance and characteristics of freely chosen and personally directed play			
		3.3	share own actions and choices as a playworker with parents, carers and families giving reasons for own actions			
		3.4	listen to parents, carers and families concerns			
		3.5	discuss transitions with parents, carers and families			
		3.6	communicate to parents, carers and families simple reassuring messages and facts about key transitions			
		3.7	refer parents, carers and families to sources of information, advice and support from other services, agencies or professionals			
		3.8	provide timely, appropriate and succinct information to enable other practitioners or professionals to deliver their support to parents, carers and families			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to develop relationships with parents, carers and families	4.1	explain what open, honest, trusting and respectful relationships with parents, carers and families are, and why they are important			
		4.2	clarify the importance of identifying the needs and expectations of parents, carers and families			
		4.3	explain how to balance the wishes of parents, carers and families with the agreed procedures and policies of the setting and the rights of the child			
		4.4	explain the importance of confidentiality and how to balance the need to respect confidential information about parents, carers and families with the welfare of the child			
		4.5	explain how to provide appropriate support and reassurance to parents, carers and families of disabled children, and those with learning difficulties or additional support needs and the types of support that could be provided			
		4.6	describe a range of situations that may cause conflict with parents, carers and families and how to deal with these effectively			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.7	explain own organisation's complaints procedures			
		4.8	explain what is meant by a 'shared understanding' with parents, carers and families and how to achieve this			
5	Understand how to communicate with parents, carers and families	5.1	clarify why clear communication with parents, carers and families is important			
		5.2	describe a range of ways of communicating with parents, carers and families, including electronically			
		5.3	summarise the potential barriers to communication that parents and carers may experience			
		5.4	explain how to communicate with parents and carers who may experience communication difficulties			
		5.5	clarify the importance of showing that playworkers listen to parents and carers and take their views and opinions seriously			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand how to support effective parenting as a playworker	6.1	explain the value of parents as 'partners' in the play process			
		6.2	define the limits of confidentiality in relation to children and young people - what should and should not be shared with parents and carers			
		6.3	explain key role of parents and carers in safeguarding and promoting children and young people's welfare			
		6.4	summarise the factors that can affect parenting and increase the risk of abuse			
		6.5	explain different transitions and their potential impact for children and young people			
		6.6	explain when to refer parents and carers to further sources of information, advice, support or guidance			
		6.7	describe where education and support services are available to parents and carers locally			
		6.8	clarify the importance of regular and ongoing contact with parents and carers			
		6.9	explain the valuable input of parents and carers in relation to multi-agency working			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 16:   Administer playwork provision

Unit reference number: R/602/1836

Level: 3

Credit value: 8

Guided learning hours: 60

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to implement access procedures	1.1	answer the enquiries about the access of children and young people promptly and courteously following organisational procedures			
		1.2	collect the necessary information about the children, young people and their families			
		1.3	record information about children, young people and their families			
		1.4	pass the information on to the responsible colleague following organisational procedures			
		1.5	provide information to enquirers about future access conditions			
		1.6	ensure that access procedures are followed			
2	Be able to record key information	2.1	make sure information in own area of responsibility is complete, legible and up to date			
		2.2	store information securely but in a way which allows it to be quickly found and retrieved			
		2.3	restrict access to information according to the agreements on confidentiality and organisational and legal requirements			
		2.4	provide information to authorised people and agencies when necessary			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to implement access procedures	3.1	clarify why it is important to implement access procedures correctly			
		3.2	explain the requirements of disability and equal opportunities legislation in regard to access			
		3.3	summarise the provisions of the children act in relation to play provision and record keeping			
		3.4	explain why it is important to deal with enquiries promptly and courteously			
		3.5	describe the types of enquiry which are likely to be made and how to deal with these			
		3.6	summarise the information which needs to be collected about children and their families and why			
		3.7	explain why it is important to record information clearly and fully			
		3.8	summarise the organisational procedures for processing and communicating information about children, young people and their families			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to record key information	4.1	clarify why it is important to keep records complete, legible and up-to-date			
		4.2	clarify why it is important to store records securely but in a way which enables them to be found quickly			
		4.3	describe different methods of organising and storing records			
		4.4	summarise the requirements of data protection legislation and why it is important to maintain confidentiality			
		4.5	explain the organisational requirements covering confidentiality			
		4.6	summarise the types of information which may need to be passed on to authorised people in the organisation and why requests should be dealt with promptly			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 17: Inclusive play, working with disabled children and young people

Unit reference number: Y/602/1837

Level: 4

Credit value: 11

Guided learning hours: 79

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to develop inclusive play practice	1.1	contribute to developing, reviewing and maintaining inclusive policies, procedures and guidelines with: • staff • parents/carers • children			
		1.2	use appropriate consultation formats to consult with: • staff • parents/carers • children • other consultees			
		1.3	enable staff to reflect on their inclusive practice			
		1.4	enable staff to share good practice in relation to inclusion			
		1.5	ensure disabled children's views are taken into account			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to implement inclusive play practice	2.1	implement inclusive staff recruitment policies and procedures			
		2.2	implement inclusive admissions policies and procedures			
		2.3	implement appropriate practice in relation to personal assistance and intimate care			
		2.4	contribute to implementing legislation and government policy on inclusive practice			
3	Be able to help develop an environment which supports inclusive play	3.1	provide positive images of disabled children and adults in the play setting			
		3.2	use a variety of methods to challenge discriminatory attitudes and behaviour with children, young people and adults			
		3.3	ensure resources and environmental access meet the needs of disabled children within a legislative framework			
		3.4	access relevant resources including funding to support the inclusion of disabled children			
		3.5	monitor and evaluate own contribution in relation to disabled children's rights within the setting			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to manage inclusive play	4.1	support play around the interests and abilities of individual children			
		4.2	respond appropriately to the individual needs of children			
		4.3	use appropriate language and terminology that supports the Social Model of Disability			
		4.4	manage the service to offer both disabled and non disabled children the same right to play			
5	Understand the relevance of individual attitudes in relation to disabled people	5.1	describe the impact of other people's attitudes towards disabled people			
		5.2	explain how to explore and evaluate own perception of disability			
6	Understand the current legal and theoretical framework for inclusion	6.1	outline current inclusion theories			
		6.2	explain how the Social Model of Disability underpins inclusive playwork practice			
		6.3	outline relevant legislation and the way it helps to overcome barriers to the inclusion of disabled children			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Understand how to differentiate between effective and ineffective practice	7.1	describe up-to-date inclusion practices			
		7.2	explain how to identify good inclusive play practice			
		7.3	explain what constitutes inclusive guidance and policy making			
		7.4	identify policy and codes of practice that can discriminate against disabled children and their families			
		7.5	describe practices that prevent the participation of disabled children in freely chosen, self directed play			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 18: Promote own organisation in the community

Unit reference number: D/602/1838

Level: 3

Credit value: 13

Guided learning hours: 85

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to identify opportunities for promotion	1.1	identify suitable opportunities to promote their work/organisation to the following people in the local community: • children and young people • parents and carers • organisations • workers in other disciplines • individuals in the community • children and young people who experience barriers to access			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to promote their organisation	2.1	communicate the following aspects of their organisations work: • purpose • values • methods • benefits for the wider community			
		2.2	communicate organisational information through the following means: • spoken • written • visual images			
		2.3	present information in a language and style which is appropriate to the people involved			
		2.4	promote the work of the organisation in a way which is consistent with organisational policies and practices			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to establish working relationships with other relevant organisations	3.1	identify other organisations and individuals with whom it would be productive to work			
		3.2	establish contact with relevant individuals in other organisations			
		3.3	deal with approaches from other organisations positively and co-operatively			
		3.4	agree methods for exchanging information and maintaining future contact			
		3.5	exchange relevant information with other organisations and individuals when it is of benefit to those involved			
4	Understand how to develop links with relevant organisations and individuals	4.1	explain the importance of networking			
		4.2	list a range of organisations and types of individuals with whom it would be productive to work			
		4.3	describe the mutual benefits that could arise from joint working and how these could be explored			
		4.4	describe the factors which are important to establishing and maintaining effective working relationships with other organisations and individuals			
		4.5	explain the importance of responding positively and co-operatively to other organisations and individuals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how to promote the organisation	5.1	explain why it is important to widely promote own work and its values, purpose and methods			
		5.2	explain the importance of reaching sections of the community that traditionally experience barriers to inclusion, including disabled children			
		5.3	describe the benefits of own work to the community and how these benefits can be emphasised			
		5.4	summarise the organisational policies and practices which need to be kept in mind when promoting playwork, including those for inclusion			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand how to vary work practices according to the different individuals and/or organisations they are working with	6.1	explain how to alter practice in relation to establishing working relationships with: • organisations/individuals in the same area of work and • organisations/individuals in different areas of work			
		6.2	describe how presentations can be tailored to the needs of: • children and young people • parents and carers • organisations • workers in other disciplines • individuals in the community • children and young people who experience barriers to access			
		6.3	explain how to promote the organisation's work in a way that addresses other people's preconceptions and views			
		6.4	explain why it is important to obtain feedback on organisational initiatives from people in the community			
		6.5	explain how to obtain feedback from the different groups in the community and what to do with such feedback			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 19:
Contribute to evaluating, developing and promoting services

Unit reference number: H/602/1839

Level: 4

Credit value: 11

Guided learning hours: 85

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to the evaluation of service provision	1.1	use appropriate methods of evaluation for assessing service provision: • quantitative methods • qualitative methods			
		1.2	discuss and agree evaluation methods with the responsible members of staff			
		1.3	undertake evaluation procedures to: • collect information • record information • analyse information • store information			
		1.4	convey evaluation results to relevant colleagues			
		1.5	make recommendations and agree changes based on the results of their evaluation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to develop and improve services	2.1	consult on possible improvements to services with relevant colleagues			
		2.2	work with appropriate individuals to develop a specification and plan for agreed improvements			
		2.3	obtain feedback and test the desirability of adjustment plans with representative groups and individuals			
		2.4	agree a full implementation plan with the responsible colleague			
3	Be able to contribute to the promotion of services	3.1	assist in the development and implementation of the following promotional methods: • leaflet distribution • media features • visits • events • incentive schemes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.2	make suggestions for promotional methods which are consistent with: • agreed target groups • available resources • legal requirements			
		3.3	discuss and agree methods with responsible colleagues			
		3.4	develop and agree with the responsible colleague: • promotional materials • promotion methods			
		3.5	implement promotional methods in line with agreement			
4	Understand how to carry out evaluations	4.1	explain how to develop evaluation methods and identify appropriate evaluation criteria			
		4.2	explain the importance of implementing methods in line with the agreed strategy			
		4.3	explain how evaluations should be collated, analysed, reported on and stored			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how to make improvements to services	5.1	explain how to make suggestions for improvements which are clear, logical and based on research findings			
		5.2	summarise the organisational procedures for suggesting improvements to services			
		5.3	describe the consultations that may need to take place in relation to different types of improvements			
		5.4	specify the following that should be taken account of in the development of services: • needs • available resources • legal requirements (including those covering Disability and Equal Opportunities) • organisational policies			
		5.5	explain how to develop specifications and plans for services			
		5.6	explain how to test changes to services and the importance of doing so			
		5.7	outline the importance of trying to continuously improve service provision			
		5.8	explain the difference between developing and improving existing services, and developing and improving new services			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Know which individuals in the organisation to work with in relation to different activities	6.1	identify the responsible member of staff with whom evaluation procedures should be agreed			
		6.2	list the range of other people that may need to be involved in the development of services			
		6.3	outline the different ways it might be necessary to work with the following list of appropriate individuals to develop a specification and plan for agreed improvements: • current users of services • potential new users of services • users who experience barriers to access • colleagues			
		6.4	identify the responsible member of staff to discuss and agree the promotional strategy with			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 20: Organise and supervise travel

Unit reference number: Y/602/1840

Level: 3

Credit value: 7

Guided learning hours: 45

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to organise travel arrangements	1.1	make the following types of arrangements: • method of transport • route • departure and arrival times • stages in the journey • food and drink • comfort and hygiene • overnight accommodation • supervision and support • transport and equipment			
		1.2	plan travel arrangements that : • are appropriate to the requirements of the journey • are appropriate to the needs of the participants • balance efficiency, cost -effectiveness, comfort and concern for the environment • are safe • take account of the likely conditions during the journey			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.3	provide participants and members of staff with clear, correct and up-to-date information about the travel arrangements			
		1.4	provide information relating to travel arrangements in good time			
		1.5	ensure participants and staff are fully prepared for the journey			
		1.6	plan for likely contingencies			
2	Be able to supervise journeys	2.1	provide supervision for journeys which are: • self-powered • in an organisation / hired vehicle • by public transport			
		2.2	take reasonable action to ensure the timely departure and arrival of participants			
		2.3	maintain the safety of participants during the journey			
		2.4	ensure equipment, belongings and travel documents are handled and stored in a way which maintains their safety and security			
		2.5	deal with difficulties which arise in a way which maintains the safety, security, comfort and goodwill of participants			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to follow legal and organisational requirements relating to travel	3.1	follow relevant organisational and legal requirements for the journey			
		3.2	keep required records accurate and up-to-date			
		3.3	take reasonable action to ensure that vehicles and attachments being used for journeys conform to organisational and legal requirements			
4	Understand how to organise travel arrangements	4.1	outline the major factors to bear in mind when organising travel			
		4.2	describe the travel arrangements appropriate to the range of participants, journeys and types of programmes related to their work			
		4.3	describe the different types of arrangements and resources that may be required for: • adults • children and young people • people with specific needs for travel			
		4.4	describe the measures that should be taken to ensure the timely departure and arrival of participants			
		4.5	explain how conditions can affect travel and the importance of taking account of variations in condition			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.6	explain the importance of providing participants and other relevant individuals with up-to-date, accurate and timely travel information			
		4.7	describe the range of contingency arrangements which are likely to be needed for journeys and how to make these plans			
5	Understand the organisational and legislative requirements for travel	5.1	describe the preparations which participants and members of staff would have to make for journeys			
		5.2	summarise the organisational and legal requirements which govern the organisation of travel for participants			
		5.3	outline organisational and legal requirements for the condition and control of vehicles			
		5.4	summarise guidelines and good practice in relation to the parking of vehicles			
		5.5	outline the records which need to be kept in relation to travel and the importance of maintaining these			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand supervisory responsibilities required during journeys	6.1	explain the importance of ensuring the safety and welfare of participants during the journey and how to do this			
		6.2	describe the types of behaviour which should be discouraged during different types of journeys.			
		6.3	describe the steps which can be taken to manage and discourage undesirable behaviour during journeys			
		6.4	outline the main differences between carrying out supervisory responsibilities for: • adults • children and young people • people with specific needs for travel			
		6.5	describe the measures that should be taken to ensure the safety and security of: • equipment • belongings • travel documents			
		6.6	outline safe handling and storage techniques			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 21: Manage a Budget

Unit reference number: D/602/1841

Level: 3

Credit value: 11

Guided learning hours: 85

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare a budget	1.1	evaluate available information to prepare a realistic budget for own area of responsibility			
		1.2	consult with other relevant people in the organisation to prepare a realistic budget for own area of responsibility			
		1.3	submit a proposed budget to the relevant people in the organisation for approval			
		1.4	negotiate a proposed budget with the relevant people in the organisation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to monitor financial performance against a budget	2.1	use an agreed budget to monitor and control performance for own area of responsibility			
		2.2	identify the causes of significant variances between what was budgeted and actual income and expenditure			
		2.3	take corrective action with the agreement of relevant people in the organisation			
		2.4	gather information from the implementation of the budget to assist in the preparation of future budgets			
		2.5	provide ongoing information on financial performance against the budget to relevant people in the organisation			
		2.6	advise relevant people in the organisation if there is evidence of potentially fraudulent activity in relation to the budget			
3	Be able to revise a budget	3.1	propose revisions to a budget in response to variances or significant or unforeseen developments			
		3.2	agree revisions to a budget with relevant people in the organisation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand the context for budgetary control in own organisation	4.1	explain the purposes of budgetary systems in an organisation			
		4.2	describe the area of responsibility to which own budget applies			
		4.3	summarise the factors, processes and trends that affect the setting of budgets in own area of responsibility			
		4.4	explain the vision, objectives and operational plans for own area of responsibility			
		4.5	summarise own organisation's guidelines and procedures for: • limits of own authority in relation to budgets • budgeting periods • preparation of budgets • approval of budgets • monitoring of budgets • reporting on financial performance against budgets • degree to which budgets can be varied without approval • revising budgets • procedures to follow when there are suspicions of fraud			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how to prepare budgets	5.1	identify sources of available information to prepare a budget			
		5.2	explain how to evaluate available information to prepare a budget			
		5.3	clarify the importance of consulting with others when preparing a budget			
		5.4	summarise the key factors that need to be covered when discussing, negotiating and confirming a budget with the people who control finance in an organisation			
6	Understand how to monitor financial performance against a budget	6.1	explain how to use a budget to monitor and control performance for an area of responsibility			
		6.2	describe the main causes of variances that may happen			
		6.3	explain how to identify the causes of variances			
		6.4	summarise the types of corrective action that can be that can be taken to address budget variances			
		6.5	explain the importance of using the implementation of a budget to identify information and lessons for future budget preparation			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 22: Recruit, select and keep colleagues

Unit reference number: H/602/1842

Level: 5

Credit value: 12

Guided learning hours: 85

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to identify recruitment and selection needs	1.1	review on a regular basis the work required in own area of responsibility			
		1.2	identify any shortfall in own area of responsibility, including: • the number of colleagues • the pool of knowledge, skills and experience			
		1.3	select the most effective options for addressing any shortfall in colleagues or the pool of knowledge, skills and experience			
		1.4	develop job descriptions and person specifications for required roles in consultation with others			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to plan a recruitment and selection process	2.1	plan the following aspects of the recruitment process in consultation with others: • main stages in the recruitment and selection process • the recruitment and selection methods to be used • timings for the recruitment and selection process • who will be involved in the recruitment and selection process			
		2.2	ensure that information on vacancies is fair, clear and accurate before it goes to potential applicants			
		2.3	Seek and make use of specialist expertise in the recruitment and selection process			
		2.4	Ensure the criteria for selection are consistent with the requirements of the vacancy			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to contribute to a recruitment and selection of people for identified vacancies	3.1	Take part in the recruitment and selection process as planned			
		3.2	Ensure the recruitment and selection process is fair, consistent and effective			
		3.3	Ensure applicants who are offered positions are able to perform effectively and work with their new colleagues			
		3.4	Evaluate whether the recruitment and selection process has been successful in relation to appointments			
		3.5	Identify any areas for improvement in the recruitment and selection process			
4	Be able to contribute to the retention of colleagues	4.1	Evaluate reasons for colleagues leaving own area of responsibility			
		4.2	Identify ways of addressing staff turnover problems			
		4.3	Implement methods of addressing staff turnover problems that are consistent with own level of authority			
		4.4	suggest methods of addressing staff turnover problems that are outside own level of authority to the relevant colleagues			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand own sector context for recruitment, selection and retention	5.1	explain recruitment, selection and retention issues in own sector, including working practices and culture			
		5.2	explain specific initiatives relating to recruitment, selection and retention in own sector			
6	Understand own organisational context for recruitment, selection and retention	6.1	describe the current people resources available in own area of responsibility, including their skills, knowledge and experience			
		6.2	summarise the work requirements in own area of responsibility			
		6.3	summarise the operational plans and changes in own area of responsibility			
		6.4	describe the turnover rate in own area of responsibility			
		6.5	evaluate local employment market conditions in relation to recruitment, selection and retention			
		6.6	explain own organisation's culture, values and structure			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.7	summarise the policies and practices of own organisation in relation to: • recruitment • selection • induction • dismissal • pay • other terms and condition of employment			
		6.8	describe sources of specialist expertise in relation to recruitment, selection and retention used by own organisation			
7	Understand how to identify recruitment and selection needs	7.1	explain how to avoid stereotyping with regard to skills levels and work ethics			
		7.2	compare the advantages and disadvantages of different options for addressing identified shortfalls in the number of colleagues and the pool of skills, knowledge and experience			
		7.3	explain what job descriptions and person specifications should contain			
		7.4	explain why it is important to consult with other relevant people when producing job descriptions and person specifications			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Understand how to plan recruitment and selection processes	8.1	explain the different stages in the recruitment and selection process			
		8.2	clarify why it is important to consult with others when planning recruitment and selection, the methods to be used and the people to involve			
		8.3	compare different recruitment and selection methods and their advantages and disadvantages			
9	Understand how to contribute to the recruitment and selection of people for identified vacancies	9.1	clarify why it is important to give people fair, clear and accurate information on vacancies to potential applicants			
		9.2	explain how to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice when recruiting and selecting people			
		9.3	explain how to judge whether applicants meet the stated requirements of a vacancy			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
10	Understand how to contribute to the retention of colleagues	10.1	explain why it is important to identify and evaluate why colleagues are leaving an area of work			
		10.2	explain how to explore constructively and sensitively the reasons for colleagues leaving an area of work			
		10.3	identify the types of reasons colleagues might have for leaving an area of work			
		10.4	explain the causes and effects of high and low staff turnover			
		10.5	explain measures that can be taken to address staff turnover problems			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

Internal verifier signature: _____ Date:_____
(*if sampled*)

Unit 23: Provide learning opportunities for colleagues

Unit reference number: K/602/1843

Level: 4

Credit value: 11

Guided learning hours: 85

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to encourage learning and development	1.1	promote the benefits of learning to staff members			
		1.2	make sure that staff members' willingness and efforts to learn are recognised			
		1.3	encourage staff members to take responsibility for their own learning, including practising and reflecting on what they have learned			
2	Be able to help colleagues identify their learning needs and styles	2.1	give staff members fair, regular and useful feedback on their work performance			
		2.2	discuss and agree with staff members how they can improve their work			
		2.3	work with staff members to identify and prioritise learning needs based on any gaps between the requirements of their work-roles and their current knowledge, understanding and skills			
		2.4	help staff members to identify the learning style(s) or combination of styles which work best for them			
		2.5	ensure that individual learning styles are taken into account in identifying and undertaking learning activities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to help colleagues to plan and implement learning and development	3.1	work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs			
		3.2	discuss and agree with staff members a plan for development which includes: • learning activities to be undertaken • the learning objectives to be achieved • the required resources and timescales			
4	Be able to help colleagues to implement learning opportunities	4.1	work with staff members to recognise and make use of unplanned learning opportunities			
		4.2	seek and make use of specialist expertise in relation to identifying and providing learning for staff members			
		4.3	support staff members in undertaking learning activities			
		4.4	make sure any required resources are made available			
		4.5	make efforts to remove any obstacles to learning			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to help colleagues to review and update learning and development plans	5.1	evaluate, in discussion with each staff member, whether the learning activities they have undertaken have achieved the desired outcomes			
		5.2	provide positive feedback on the learning experience			
		5.3	work with staff members to update their development plan in the light of performance, any learning activities undertaken and any wider changes			
6	Understand how to encourage learning and development	6.1	identify the benefits of learning for individuals and organisations			
		6.2	describe how to promote the benefits of learning to colleagues			
		6.3	identify ways to develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised			
		6.4	explain why it is important to encourage colleagues to take responsibility for their own learning			
		6.5	describe how to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for colleagues			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Understand how to help colleagues identify their learning needs and styles	7.1	describe how to provide fair, regular and useful feedback to colleagues on their work performance			
		7.2	describe how to identify learning needs based on identified gaps between the requirements of colleagues' work roles and their current knowledge, understanding and skills			
		7.3	describe how to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues			
		7.4	identify the range of different learning styles			
		7.5	describe how to support colleagues in identifying the particular learning style(s) or combination of learning styles which works best for them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Understand how to help colleagues to plan learning and development	8.1	identify different types of learning activities that may be appropriate for colleagues			
		8.2	compare the advantages and disadvantages of different types of appropriate learning activities			
		8.3	identify the required resources (for example, time, fees, substitute staff) for different types of learning activities			
		8.4	identify how/where to identify and obtain information on different learning activities			
		8.5	explain why it is important for colleagues to have a written development plan			
		8.6	identify what a learning plan should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources).			
		8.7	describe how to set learning objectives which are smart (specific, measurable, achievable, realistic and time-bound)			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
9	Understand how to help colleagues to implement learning and development	9.1	identify sources of specialist expertise in relation to identifying and providing learning for colleagues			
		9.2	identify the types of support colleagues might need to undertake learning activities			
		9.3	identify the resources needed for colleagues to undertake learning and development			
		9.4	identify the types of obstacles colleagues may face when undertaking learning and development			
		9.5	describe how obstacles to learning and development can be resolved			
10	Understand how to help colleagues review and update learning and development plans	10.1	describe how to evaluate whether a learning activity has achieved the desired learning objectives			
		10.2	explain the importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
11	Understand the sector in which they provide learning opportunities to colleagues	11.1	identify the regulations and codes of practice that apply in the industry or sector			
		11.2	identify standards of behaviour and performance in the industry or sector			
		11.3	describe the working culture of the industry or sector			
12	Understand the context in which they provide learning opportunities to colleagues	12.1	identify relevant information on the purpose, objectives and plans of the team or area of responsibility or the wider organisation			
		12.2	identify the work roles of colleagues, including the limits of their responsibilities and their personal work objectives			
		12.3	outline the current knowledge, understanding and skills of colleagues			
		12.4	outline any identified gaps in the knowledge, understanding and skills of colleagues			
		12.5	outline any identified learning needs of colleagues			
		12.6	identify learning style(s) or combinations of styles preferred by colleagues			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		12.7	identify the written development plans of colleagues			
		12.8	identify learning activities and resources available in/to the organisation			
		12.9	outline the organisation's policies in relation to equality and diversity			
		12.10	outline the organisation's policies and procedures in relation to learning			
		12.11	outline the organisation's performance appraisal systems			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Unit 24: Allocate and monitor the progress and quality of work in own area of responsibility

Unit reference number:	M/602/1844
Level:	4
Credit value:	14
Guided learning hours:	95

Assessment requirements

Please see annexe D for assessment requirement document.

Assessment methodology

This unit is assessed in the workplace. Simulation is only allowed for Assessment Criteria 4.3. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to plan work for colleagues	1.1	confirm the work required in own area of responsibility with the relevant people			
		1.2	plan how work will be carried out, taking account of: • the views of people in own area of responsibility • any priorities or critical activities • best use of resources			
		1.3	ensure the work is allocated to colleagues on a fair basis, taking account of their skills, knowledge, experience, workloads and opportunities for personal development			
		1.4	review and update work plans for own area of responsibility			
		1.5	communicate changes to those who will be affected			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to brief colleagues on planned work	2.1	ensure that colleagues are briefed on allocated work with reference to: • how the work fits with the vision and objectives for the area of work and organisation • the standard of expected performance			
		2.2	promote ways of working which maximise the opportunities offered by diversity			
		2.3	enable colleagues to ask questions, make suggestions and seek clarification in relation to planned work			
3	Be able to monitor colleagues' work	3.1	monitor the progress and quality of work of colleagues on a regular and fair basis			
		3.2	measure the progress and quality of colleagues work against the standard of expected performance			
		3.3	provide colleagues with prompt and constructive feedback on their performance			

4	Be able to support colleagues in their work	4.1	support colleagues in identifying and dealing with problems and unforeseen events			
		4.2	motivate colleagues to complete allocated work, providing additional support to help completion			
		4.3	address any conflict that arises in a way that supports effective working			
		4.4	agree ways of improving colleagues' performance when necessary			
		4.5	acknowledge the successful completion of significant pieces of work			
		4.6	use information collected on colleagues' performance in formal appraisals of their performance			
5	Understand own sector context for allocating and monitoring work in own area of responsibility	5.1	summarise own sector's requirements for the development and maintenance of knowledge, understanding and skills			
		5.2	summarise specific legislation, regulations, guidelines and codes of practice for work in own area of responsibility			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand own organisational context for allocating and monitoring work in own area of responsibility	6.1	describe the people and other resources available in own area of responsibility			
		6.2	summarise the work requirements in own area of responsibility			
		6.3	summarise the operational plans in own area of responsibility			
		6.4	explain the vision and objectives of own area of work and those of own organisation			
		6.5	summarise own organisation's policy and procedures in relation to: • health and safety • people development • standards of performance • dealing with poor performance • grievance and disciplinary issues • performance appraisal			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Understand how to plan work for colleagues	7.1	clarify the importance of confirming work required in own area of responsibility			
		7.2	explain how to take account of health and safety issues when planning and allocating work			
		7.3	clarify the importance of seeking views on planned work from people across own area of responsibility			
		7.4	explain how to maximise the opportunities offered by diversity in own area of responsibility			
		7.5	clarify the importance of reviewing and updating plans of work in the light of developments			
		7.6	explain how to reallocate work and resources and communicate changes to those affected			
8	Understand how to brief colleagues on planned work	8.1	explain the importance of briefing colleagues on planned work			
		8.2	clarify the importance of showing colleagues how their work fits into the overall vision and objectives of own area of responsibility and those of the organisation			
		8.3	compare different ways of enabling colleagues to ask questions and seek clarification when being briefed on planned work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
9	Understand how to monitor work carried out by colleagues	9.1	evaluate the advantages and disadvantages of different ways of monitoring colleagues' work			
10	Understand how to support colleagues in their work	10.1	explain how to provide constructive and prompt feedback to colleagues about their work			
		10.2	explain how to take account of diversity and inclusion issues when supporting colleagues to complete allocated work			
		10.3	clarify the importance of identifying and addressing poor performance by colleagues			
		10.4	describe the types of problems and unforeseen events in own area of responsibility for which colleagues may need support			
		10.5	describe the types of support and additional resources colleagues may need to complete planned work			
		10.6	compare different methods of motivating and supporting colleagues to complete their work and improve their performance			
		10.7	explain how to log and make use of information on colleagues' performance when carrying out formal appraisals			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

Internal verifier signature: _____   Date:_____
(*if sampled*)

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for quality and training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Pearson NVQs and Competence-based Qualifications* published annually

- Functional Skills publications – specifications, tutor support materials and question papers

- the current Pearson publications catalogue and update catalogue.

Pearson publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Pearson website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

To obtain the National Occupational Standards please go to www.ukstandards.org.uk.

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing student-centred learning and teaching approaches

- building Functional Skills into your programme

- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active

- is designed to be supportive and thought provoking

- builds on best practice

- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Pearson qualification framework for the Active Leisure and Learning sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
5			BTEC HND Diplomas in: - Sport - Sport and Exercise - Sciences		
4			BTEC HNC Diplomas in: - Sport - Sport and Exercise - Sciences		NVQ in Spectator Safety Management
3	Advanced Subsidiary GCEs in: - Physical Education - Leisure Studies Advanced GCEs in: - Physical Education - Leisure Studies	Principal Learning and Additional and Specialist Learning in Sport and Active Leisure	BTEC Nationals in - Sport - Sport and Exercise - Sciences	BTEC Award in Employment Awareness in Active Leisure and Learning BTEC Certificate and Diploma in Sailing and Watersports	NVQs in: - Sports Development - Leisure Management - Achieving Excellence in - Sports Performance - Spectator Safety

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
2	GCSE in Physical Education (short course) GCSE in Physical Education	Principal Learning and Additional and Specialist Learning in Sport and Active Leisure	BTEC Firsts in Sport	BTEC Awards in: - Understanding Stewarding at Spectator Events – Employment Awareness in Active Leisure and Learning BTEC Certificates in Sailing and Watersports	NVQs in: - Active Leisure, Learning and Wellbeing Operational Services - Activity Leadership - Instructing Exercise and Fitness - Spectator Safety - Sport and Play Surfaces
1		Principal Learning and Additional and Specialist Learning in Sport and Active Leisure	BTEC Award, Certificate and Diploma in Sport and Active Leisure		NVQ in Sport and Active Leisure
Entry	Entry Level Certificate in Physical Education		BTEC Award in Sport and Active Leisure		

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.

- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.

- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.

- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications

- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer

- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector

- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe C: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Edexcel NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action

- limit or suspend certification

- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. Qualifications.pearson.com.

Annexe D: Assessment requirements/strategy

Evidence Requirements and Assessment Guidance for the Level 3 Diploma in Playwork (NVQ)

Introduction

In July 2010, new national occupational standards for Playwork level 3 were approved.

The Playwork NVQ is aimed at experienced playworkers who have a wide knowledge and understanding of children and young people, and a deep appreciation of Playwork principles and practice. At this level the playworker may also have responsibility for the line management of other staff.

SkillsActive, the Sector Skills Council for Active Leisure, Learning and Well-being, as an Ofqual-approved unit and rule of combination submitter for the, has now developed a suite of qualifications (award, certificate, diploma (NVQ)) for awarding organisations to submit for accreditation on the QCF, based on these new standards.

Although the Award is a free-standing qualification, the units that make up the Award also sit inside the Certificate and, although the Certificate is free-standing, the units that make up the Certificate also sit inside the Diploma (NVQ). The Award and Certificate units mainly cover knowledge and understanding derived from the level 3 national occupational standards. They also require a limited amount of application in a Playwork setting. This could be done in a limited period of time, for example whilst on a holiday play scheme or on work experience from a college course. The Award and Certificate, therefore, are intended to prepare the learner for employment at level 3, and this is their purpose. **They do not confirm occupational competence**, only that the learner is ready to enter employment as a level 3 playworker.

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

Although it is preferable, it is not essential for the units making up the Award and Certificate to be assessed by an A1 or equivalent qualified assessor, as these units can be taken outside of the Diploma (NVQ).

SkillsActive wishes to ensure that the assessment guidance and evidence requirements for the new qualification are uniform. Therefore it has adapted the Common Evidence Requirements and Assessment Guidance which were previously developed for the Playwork N/SVQ at level 3, to meet requirements for the delivery of the new NVQ.

This document must be used with close reference to the SkillsActive assessment strategy for these qualifications.

Background

In July 2002, PSAG approved the assessment strategy submitted by SkillsActive, the recognised standards setting body for the active leisure, learning and well-being sector. This was updated in 2007. The strategy sets out the recommendations for the assessment and quality control systems required for national vocational qualifications coming under the active leisure, learning and well-being umbrella. The strategy makes clear that certain sections may require a qualification specific annex to detail any specialist requirements which could not be contained in the generic document.

Occupational competence for assessors, internal and external verifiers for the Level 3 Playwork

The following sections set out the criteria for their appointment;

Assessors

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

Internal verifiers

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

External verifiers

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

What follows are the specific criteria for the Level 3 in Playwork and they apply equally to prospective external and internal verifiers and assessors, who must1:

Required criteria:

1   Have worked with children and young people as a Playworker in settings underpinned by the Playwork Principles.

2   Demonstrate Playwork experience, knowledge and skills required to make accurate judgements about others' competence.

3   Have knowledge and understanding of, and commitment to, the Playwork Principles.

4   Have actively and consistently participated in a process of current and relevant continuous professional development to keep up to date with best Playwork practice. This must be evidenced by a reflective account (this could include attendance at sector training days, seminars and conferences, training, reading and face to face work)

Desirable criteria:

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

Appointment process for External verifiers

Assessment strategy section 4.1 states that "every Awarding Body to seek advice, as and when required, from the SSC on the technical qualifications, experience and competence of prospective External Verifiers in the selection and deployment of EVs"; in addition, to assist this process for Playwork External Verifiers the sector recommends that:

1   Each prospective EV is asked to submit a personal statement concerning their work in play and the sector's Principles.

2   Awarding bodies have an occupationally competent member on their interview panels.

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[1]All the other requirements specified in the assessment strategy should be consistently applied, those listed here are supplementary.

General assessment principles

Holistic assessment

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

For this reason, we strongly recommend that, if the learner is attempting the whole Diploma, for example, interrelated units are assessed in a holistic manner. In other words, when assessor questioning and observations occur, the assessor is strongly advised **not** to carry out assessments on separate occasions for each of these units, but to visit the play setting, monitor all the work the learner does with children and young people, and identify how the evidence they generate matches the requirements of any or all of these units.

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

How much evidence is necessary?

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

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

The units that are unique to the Diploma, therefore, require primary evidence to be gathered by means of fully recorded observations carried out by an A1 (or equivalent) qualified assessor who is also occupationally expert as defined by this document (page 6) and the Assessment Strategy.

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

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

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

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

Simulation

There are some learning outcomes for which simulation is allowable. These are shown in Table 1 that follows. Simulations must meet the requirements laid out in the SkillsActive Assessment Strategy.

Collecting Evidence

When collecting evidence, assessors need to ensure that:

- Evidence comes from work situations where the learner is carrying out their everyday practice.

- These situations should be as natural as possible and not staged for the purposes of assessment

- Observation and other workplace evidence focuses on the learner's natural working practices and is, therefore, likely to cover a number of learning outcomes and assessment criteria across a number of units at the same time.

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

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.

Observations

The main evidence for the Playwork Level 3 Diploma must be collected and evaluated by an A1 (or equivalent) qualified and occupationally expert assessor who observes and records the learner's regular work practice, examines products of their work and discusses what they have done.

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

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

- An observation should include all that the assessor sees, whether this demonstrates competence or not.

- An observation is a narrative of the learner at work. All that the learner does should be recorded.

- An observation or examination of work products should be followed by a process in which the assessor and learner have a dialogue about what has happened so the assessor is able to 'gain a window' on what the learner has been thinking whilst their work has been taking place.

- All observational evidence and products of work that relates to a learner's attitude, values and adherence to the Playwork Principles needs to be supported by professional discussion, questioning, reflective accounts or post-observation feedback

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

- An appropriate situation never happens when the assessor is present, even though the assessor has observed on more than one occasion

- It is not everyday practice and so cannot be expected to be seen even after several visits

- It is not the sort of performance that the assessor would see because it happens outside of normal face-to-face work with children and young people, for example team meetings, supervision sessions or trips outside of the play setting.

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

Knowledge and understanding

All knowledge and understanding should be rooted in practice; 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, reflective accounts or post-observation feedback. Other techniques, such as written questions, projects and assignments might also be appropriate so long as they are still rooted in the learner's practice.

Validity and Consistency of Observations

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

- All observations must be followed by a feedback/discussion session, ideally taking place within 5 working days

- As part of the feedback/discussion session, the assessor and learners must discuss what has been assessed

- The discussion will be reflective in nature, typically the learners will discuss what they've been doing during the assessment and why

- The assessor will record, on the centre's feedback documentation, that the discussion has taken place, and how it ensures validity and consistency

In assessing the learner, the assessor will be present on more than one occasion. Performance evidence for the whole Diploma (NVQ) will be generated over a series of assessment visits where observations of the learner's practice will be recorded.

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

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

Recording of competence

The process of documenting evidence requires that the evidence is 'cross referenced', 'logged' or 'mapped' to the learning outcomes and assessment criteria.

The Internal Verifier may wish to question the assessor's judgment on consistency over time to ensure the rigour of the process.

Evidence Gathering Methods

- Observation by a qualified and occupationally expert assessor (as defined in the Assessment Strategy).

- Expert witness statements: statements by a line manager or already qualified playworker.

- Other forms of witness testimony e.g. from a colleague, parent/carer or a child/young person. They must be a credible witness (who can be checked out if needed)

- Reflective account by the learner that details what the learner said, did and why

- Work products showing work undertaken by the learner

- Professional discussion where the learner describes what they said, did and why

Assessment guidance and evidence requirements for each unique diploma unit

PW6 Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

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

- Three types of rights
- Three types of procedures
- One type of abuse

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

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

PW7 Develop and maintain a healthy, safe and secure play environment for children and young people

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

PW8 Develop and promote positive relationships in a play environment

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

PW9 Plan for and support children and young people's self-directed play

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

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

- All types of methods
- All types of play spaces
- All types of hazard

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

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

PW11 Work with colleagues in a playwork team

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

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

- Two types of colleagues

- Three types of suggestions

- Two types of support

- One type of conflict

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

Simulation

Simulation may be used for the whole or part of LO3 if there is no naturally occurring evidence.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

Knowledge and Understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'.   In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

PW14 Engage with parents, carers and families in a play environment

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

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

Three types of information

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

Simulation

Simulation is only allowed for AC1.6 if there is no naturally occurring evidence.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

Knowledge and Understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

PW15 Administer playwork provision

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

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

Eight types of information

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

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

Knowledge and Understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

PW24 Inclusive play, working with disabled children and young people

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

Knowledge and Understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

B226 Promote own organisation in the community

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

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

- Four types of people

- Two types of information

- One type of organisations

- One type of individuals

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

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

Knowledge and Understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'.   In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

B227 Contribute to evaluating, developing and promoting services

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

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

- Both types of evaluation methods

- One type of services

- All types of appropriate individuals

- Three types of promotional methods

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

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

Knowledge and Understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

B228 Organise and supervise travel

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

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

- Six types of travel arrangements

- Two types of journeys

- Two types of participants

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

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence is only allowed for one of the arrangements in AC1.1 and may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

Knowledge and Understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

A27 Manage a budget

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

Knowledge and Understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

A319 Recruit, select and keep colleagues

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

Knowledge and Understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

A321 Provide learning opportunities for colleagues

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

Knowledge and Understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

A320 Allocate and monitor the progress and quality of work in own area of responsibility

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

Simulation

Simulation is only allowed for AC4.3.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

Knowledge and Understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'.   In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

Playwork Principles

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

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

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

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and well being of individuals and communities.

2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.

3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.

4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.

5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.

6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.

7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and well being of children.

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

Explanation and examples of terms

Ability

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

Acceptable level of challenge and risk

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

Aims

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

Affective play space

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

Assessing risk

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

Anti-discriminatory practice

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

Assessing risk

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

Barriers to access/barriers to inclusion

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

Bullying

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

Children and young people

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

Children and young people's rights

Children and young people's entitlements under law and the United Nations Convention on the Rights of the Child. In particular that children and young people have a right to play and free time, and to say what they think and be listened to about decisions that affect them

Colleagues

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

Communicate/communication

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

Concern

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

Consult/consultation

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

Continuing professional development

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

Cultural dietary requirements

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

Development

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

Difference

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

Disability *

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

Disabled children and young people

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

Disabling attitudes/behaviour

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

Discriminatory practice/attitudes

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

Diversity

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

Effectively

Producing a successful outcome for the persons involved

Emergency

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

Feedback

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

Financial transactions

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

Good team work

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

Group agreements

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

Hazard

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

Health and safety policies and procedures

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

Health and safety requirements

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

Impairment**

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

Inclusion/inclusive provision

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

Individuality

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

Integrated play provision

The intermixing of people previously segregated by impairment alone. Non-disabled people tend to take the lead regarding the when, where, how and who.

Intervention styles

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

Observation

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

Organisation

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

Organisation's policies and procedures

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

Parents and carers

All people with parental or caring responsibilities for children, including primary and non-primary carers. This term should be taken to include all family members (including brothers and sisters) who may have caring responsibilities, wider family members, partners of parents and childminders or similar.

Permanent play space

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

Physical play space

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

Plan

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

Play cues***

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

Play cycle***

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

Play environment

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

Play process

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

Play space

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

Playwork practice

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

Qualitative

Something that is not summarised in numerical form, such as minutes from meetings and general notes from observations. Qualitative data normally describe people's knowledge, attitudes or behaviours and is often more subjective.

Quantitative

Something measured or measurable by, or concerned with, quantity and expressed in numbers or quantities.

Reflect

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

Resources

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

Responsible Colleague

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

Risk

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

Security hazards

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

Segregated play provision

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

Security hazards

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

Self-powered

For example, on foot or by bicycle or canoe

Separate play provision

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

Serious injury

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

Social Model of Disability

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

Specific dietary requirements

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

Support

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

Transient play space

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

Transition

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

Unacceptable risk

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

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

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

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

Annexe E: Additional requirement for qualifications that use the term 'NVQ' in a qualification title

For information please go to www.ofqual.gov.uk to access the document *'Operating rules for using the term 'NVQ' in a qualification title'*.