

Specification

Edexcel NVQ/competence-
based qualifications

Edexcel Level 2 Diploma in Playwork (NVQ) (QCF)

For first registration December 2011



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Contents

Qualification title covered by this specification	1
Key features of the Edexcel Level 2 Diploma in Playwork (NVQ) (QCF)	2
What is the purpose of this qualification?	2
Who is this qualification for?	2
Restrictions on learner entry	2
What are the potential job roles for those working towards this qualification?	3
What progression opportunities are available to learners who achieve this qualification?	3
What is the qualification structure for the Edexcel Level 2 Diploma in Playwork (NVQ) (QCF)?	4
How is the qualification graded and assessed?	6
Assessment requirements/strategy	6
Types of evidence	7
Centre recognition and approval	8
Centre recognition	8
Approvals agreement	8
Quality assurance	8
What resources are required?	8
Unit format	9
Units	11
Unit 1: Playwork Principles	13
Unit 2: Working within a Play Environment with Children and Young People	17
Unit 3: Supporting Children and Young People’s Play	23
Unit 4: Relationships in the Play Environment	27
Unit 5: Health and Safety in the Play Environment	33
Unit 6: The Safeguarding and Welfare of Children and Young People in the Play Environment	39
Unit 7: Developing Own Playwork and Team Practice	45
Unit 8: Contribute to the Health, Safety, Security and Welfare of Children and Young People using the Play Environment	49
Unit 9: Help to Improve Own Practice and the Work of the Playwork Team	55

Unit 10: Reflective Playwork Practice	59
Unit 11: Support Relationships in the Play Environment	65
Unit 12: Work with Children and Young People to Create Play Spaces and Support Freely Chosen Self-Directed Play	69
Unit 13: Contribute to Providing Food and Drink in the Play Environment	73
Unit 14: Contribute to the Administration of the Play Environment	77
Unit 15: Support the Travel of Children and Young People Outside the Play Environment	83
Unit 16: Facilitate a Specific Play Opportunity at Children or Young People's Request	89
Unit 17: Support the Development of Playwork Opportunities in the Community	99
Unit 18: Contribute to Supporting Disabled Children and Young People in the Play Environment	105
Unit 19: Support Work with Parents and Carers in the Play Environment	111
Unit 20: Carry Out Playwork in a School Setting	119
Further information	123
Useful publications	123
How to obtain National Occupational Standards	123
Professional development and training	124
Annexe A: Progression pathways	125
The Edexcel qualification framework for the Active Leisure and Learning sector	125
Annexe B: Quality assurance	127
Key principles of quality assurance	127
Quality assurance processes	127
Annexe C: Centre certification and registration	129
What are the access arrangements and special considerations for the qualifications in this specification?	129
Annexe D: Assessment requirements/strategy	131
QCF evidence Requirements and Assessment Guidance for Level 2 Diploma in Playwork (NVQ)	131
Assessment guidance and evidence requirements for each unique diploma unit	139
Annexe E: Additional requirement for qualifications that use the term 'NVQ' in a QCF qualification title	161

Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 2 Diploma in Playwork (NVQ) (QCF):

Qualification title	Qualification Number (QN)	Accreditation start date
Edexcel Level 2 Diploma in Playwork (NVQ) (QCF)	600/3262/5	01/11/2011

This qualification has been accredited within the Qualification and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learner Aim Reference Application (LARA), where relevant.

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

The QCF 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 Edexcel.

Key features of the Edexcel Level 2 Diploma in Playwork (NVQ) (QCF)

This qualification:

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

The Edexcel Level 2 Diploma in Playwork (NVQ) (QCF) has been approved as a component for the Playwork Apprenticeship framework.

What is the purpose of this qualification?

This qualification is aimed at learners who want a career providing children with a play environment that is stimulating, creative and rewarding but is also educational and caring. All children need to play, and have a right to play and trained playworkers have an important role in enabling children to create and explore their own play experiences. A playworker will be able to work with all children, understand when a child needs sociable or solitary play and will offer a range of organised activities, creative play and outdoor games. Above all, they will provide children with a safe place to play and an environment that allows them to be themselves.

Who is this qualification for?

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

Edexcel'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 Edexcel Level 2 Diploma in Playwork (NVQ) (QCF) is accredited on the QCF 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 are the potential job roles for those working towards this qualification?

Learners could use the qualification to gain work with school-aged children in play schemes, adventure playgrounds or after-school clubs.

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

Learners completing this qualification can progress to the Edexcel Level 3 Diploma in Playwork (NVQ) (QCF).

What is the qualification structure for the Edexcel Level 2 Diploma in Playwork (NVQ) (QCF)?

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

The learner must achieve all 45 credits from the 12 mandatory units in Group A and a minimum of 16 credits from the optional units in Group B.

Unit number	Unit reference	Unit title	Credit	Level
Group A – mandatory units				
1	H/600/9500	Playwork Principles	3	2
2	M/600/9502	Working within a Play Environment with Children and Young People	4	2
3	F/600/9505	Supporting Children and Young People's Play	3	2
4	L/600/9507	Relationships in the Play Environment	4	2
5	Y/600/9509	Health and Safety in the Play Environment	3	2
6	L/600/9510	The Safeguarding and Welfare of Children and Young People in the Play Environment	2	2
7	H/600/9514	Developing Own Playwork and Team Practice	3	2
8	Y/600/9526	Contribute to the Health, Safety, Security and Welfare of Children and Young People using the Play Environment	5	2
9	H/600/9528	Help to Improve Own Practice and the Work of the Playwork Team	4	2
10	R/600/9511	Reflective Playwork Practice	3	3
11	T/600/9520	Support Relationships in the Play Environment	4	3
12	L/600/9524	Work with Children and Young People to Create Play Spaces and Support Freely Chosen Self-directed Play	7	3

Group B - Optional units				
13	K/600/9529	Contribute to Providing Food and Drink in the Play Environment	8	2
14	Y/600/9543	Contribute to the Administration of the Play Environment	8	2
15	M/600/9547	Support the Travel of Children and Young People Outside the Play Environment	13	2
16	K/600/9532	Facilitate a Specific Play Opportunity at Children or Young People's Request	14	3
17	T/600/9534	Support the Development of Playwork Opportunities in the Community	8	3
18	F/600/9536	Contribute to Supporting Disabled Children and Young People in the Play Environment	15	3
19	J/600/9540	Support Work with Parents and Carers in the Play Environment	12	3
20	L/600/9541	Carry Out Playwork in a School Setting	11	3

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/strategy for these qualifications have/has 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 Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel 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 Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

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. Edexcel 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 Edexcel'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 qualifications 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:					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit reference number:					This code is a unique reference number for the unit.
QCF level:					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
Credit value:					
Guided learning hours:					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.
Unit summary:					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
Assessment requirements/evidence requirements:					This provides a summary of the purpose of the unit.
Assessment methodology:					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: Playwork Principles

Unit reference number: H/600/9500

QCF level: 2

Credit value: 3

Guided learning hours: 29

Assessment requirements

Please see Annexe D for Assessment Requirements 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 and value of play	1.1	Describe the need for children and young people to play			
		1.2	Describe how play contributes to children and young people's development			
		1.3	Explain how play is a process that is 'freely chosen, personally directed and intrinsically motivated'			
		1.4	State the requirements of the UN Convention on the Rights of the Child in relation to play provision			
2	Understand the role of the playworker in supporting children and young people's play	2.1	Describe the role of the playworker in supporting and facilitating play			
		2.2	Describe the role of the playworker as an advocate for play			
		2.3	Give three examples of how the playworker can support children and young people to create play spaces			
		2.4	Identify the playworker's impact on the play space			
		2.5	Give two examples of how children and young people's play can affect the playworker			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 2: **Working within a Play Environment with Children and Young People**

Unit reference number: M/600/9502

QCF level: 2

Credit value: 4

Guided learning hours: 17

Assessment requirements

Please see Annexe D for Assessment Requirements 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 the playworker's relationship with children and young people	1.1	Describe why it is important for the playworker to establish an effective rapport with all children and young people in a play environment		
		1.2	Outline what is meant by an honest, respectful and trusting relationship with all children and young people in a play environment		
		1.3	State why it is important to communicate effectively with all children and young people in a play environment		
		1.4	Identify features of good communication with children and young people		
		1.5	Outline what is meant by treating children and young people fairly		
		1.6	Describe why it is important for the playworker to value all children and young people's individuality and differences		

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Know the playworker's responsibilities for supporting a safe and challenging play environment	2.1	Define the extent and limits of own responsibilities in the play environment				
		2.2	Describe a playwork organisation's procedures before, during and after a session to maintain health, safety and security, including emergency procedures				
		2.3	Describe how to respond to the main health, safety and security hazards that may occur in play environments				
		2.4	Identify examples of stimulation, risk and challenge in a play environment				
		2.5	Give reasons why stimulation, risk and challenge are important in a play environment				
		2.6	Outline why it is important for the playworker to balance health, safety and security requirements with the need for stimulation, risk and challenge				
		2.7	Describe a playworker's responsibilities for tidying up, checking equipment and other resources in a play environment				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to contribute to an inclusive and stimulating play environment	3.1	Develop an effective rapport with children and young people in a play environment				
		3.2	Treat children and young people in a play environment with honesty, respect, trust and fairness				
		3.3	Communicate with children and young people in a play environment as appropriate to their needs				
		3.4	Suggest ways in which a play environment could be made more inclusive and stimulating				
4	Know the playworker's responsibilities for safeguarding children and young people	4.1	Define what is meant by safeguarding children and young people				
		4.2	Give four examples of the different ways in which children and young people could be harmed, including by other children				
		4.3	Identify who to contact when there are concerns about the welfare of children and young people				
		4.4	Describe the features of a playwork organisation's safe practice code for protecting members of the staff team and volunteers				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 3: Supporting Children and Young People's Play

Unit reference number: F/600/9505

QCF level: 2

Credit value: 3

Guided learning hours: 26

Assessment requirements

Please see Annexe D for Assessment Requirements 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	Outline the characteristics of freely chosen, self-directed play				
		1.2	Give examples of five play types commonly accepted by the playwork sector				
		1.3	Describe what is meant by a play cue				
		1.4	Describe the main stages of the play cycle				
		1.5	Describe when playwork interventions may and may not be appropriate				
2	Be able to support children and young people's play	2.1	Make a variety of 'loose parts' available to children and young people				
		2.2	Give attention to children and young people's play whilst being sensitive to own impact on the play space				
		2.3	Identify play cues and returns				
		2.4	Provide playful responses to play cues				
		2.5	work as a team member when supporting children and young people's play				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to reflect on own playwork practice	3.1	State the importance of reflecting on own playwork practice				
		3.2	Reflect on own playwork practice				
		3.3	Identify key learning points from own reflection				

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 4: Relationships in the Play Environment

Unit reference number: L/600/9507

QCF level: 2

Credit value: 4

Guided learning hours: 35

Assessment requirements

Please see Annexe D for Assessment Requirements 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 the playworker in building and maintaining relationships with children and young people in the play environment	1.1	Describe how a playworker should relate to children and young people			
		1.2	Give four examples each of 'appropriate' and 'inappropriate' behaviour by a playworker			
		1.3	Give four examples of anti-discriminatory practice in a playworker's relationships with children and young people			
		1.4	Give four examples of inclusive practice in a playworker's relationship with children and young people			
		1.5	Give four examples of when it is important to focus on an individual child/young person rather than the group as a whole			
		1.6	Give three examples of how the playworker can interact with all children and young people to support their thinking and learning			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand the principles of communicating with children and young people	2.1	Describe how the different stages of child development affect the way children and young people communicate				
		2.2	Explain why communication should be a two-way process				
		2.3	Give three examples of different methods of communicating with children and young people				
		2.4	Describe what is meant by actively listening to children and young people				
		2.5	Outline the importance of making sure children and young people have understood what is being communicated				
		2.6	Outline why it is important for children and young people to be able to ask questions, offer ideas and make suggestions				
		2.7	Describe how to address communication challenges for children and young people with specific needs				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand how to support relationships between children and young people and others in the play environment	3.1	Outline how children and young people relate to others at different stages of their development				
		3.2	Describe how play can help children and young people to develop relationships				
		3.3	Describe the purpose and value of group agreements with and between children and young people				
		3.4	Outline what is meant by 'individuality', 'diversity' and 'difference' as applied to people				
		3.5	Outline why it is important for children and young people to appreciate individuality, diversity and difference in other people				
		3.6	Outline why it is important for children and young people to understand other people's feelings and points of view				
		3.7	Outline why it is important for children and young people to be able to resolve conflict for themselves				
		3.8	Describe what support children and young people may require from a playworker when conflict arises				
		3.9	Identify when it is appropriate to provide support to children and young people when conflict arises				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand the impact of transitions on children and young people's relationships with others	4.1	Give five examples of the types of transitions that may affect children and young people's relationships with others			
		4.2	Outline how transitions may affect children and young people's behaviour and relationships with others			
		4.3	Describe how a playworker can offer to support children and young people who are experiencing transitions			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 5: Health and Safety in the Play Environment

Unit reference number: Y/600/9509

QCF level: 2

Credit value: 3

Guided learning hours: 25

Assessment requirements

Please see Annexe D for Assessment Requirements 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	Know how to balance challenge and risk with health and safety requirements in the play environment	1.1	Describe the main legal requirements for health, safety and welfare that apply to the playworker			
		1.2	Describe how to balance risk and challenge against requirements for health and safety taking account of children and young people's: <ul style="list-style-type: none"> • development • personal interest • ability 			
		1.3	Give four examples of the types of play and other behaviour that may cause unacceptable levels of risk			
		1.4	Describe the process of assessing and managing risk in the play environment			
		1.5	Give two examples of situations in which the playworker: <ul style="list-style-type: none"> • can deal with a hazard themselves • must report the hazard to a responsible colleague 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to assist children and young people to manage risk for themselves	2.1	Outline why it is important for children and young people to take responsibility for own health, safety and security and that of others			
		2.2	Describe how the playworker can help children and young people to take responsibility for health, safety and security			
		2.3	Outline how children and young people's level of development affects their ability to manage risk			
		2.4	Give three examples of the specific requirements of disabled children and young people in relation to managing risk			
3	Be able to respond to hazards in the play environment	3.1	Identify one example of each of the following types of hazards in a play environment: <ul style="list-style-type: none"> • physical • emotional • behavioural • environmental 			
		3.2	Assess the risks presented by physical, emotional, behavioural and environmental hazards in a play environment			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.3	Follow an organisation's procedures to manage the risks presented by hazards in a play environment in the following ways: <ul style="list-style-type: none"> • supporting children and young people to deal with the hazard • dealing with the hazard personally • reporting the hazard to a responsible colleague 			
4 Know how to respond to injuries and illnesses in the play environment	4.1	Give two examples of the common types of injuries that can occur in the play environment			
	4.2	Give two examples of the common types of illnesses that can occur in the play environment			
	4.3	Describe the procedures a playworker should follow in response to injuries and illnesses			
	4.4	Describe the role of a nominated first-aider in a play environment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Know how to respond to emergencies other than injuries and illnesses in the play environment	5.1	Give three examples of the different types of emergencies that may occur in play environments			
		5.2	Describe the procedures to follow for three different types of emergencies that may occur in play environments			
		5.3	Outline why it is important to remain calm and communicate clearly with people during an emergency			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 6: **The Safeguarding and Welfare of Children and Young People in the Play Environment**

Unit reference number: L/600/9510

QCF level: 2

Credit value: 2

Guided learning hours: 15

Assessment requirements

Please see Annexe D for Assessment Requirements 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 safeguarding children and young people in a play environment	1.1	Identify national policies, guidance and procedures relevant to safeguarding children and young people's welfare			
		1.2	Outline local policies, procedures and guidance in relation to safeguarding			
		1.3	Describe the playworker's responsibilities in relation to national and local policies, procedures and guidance for safeguarding children and young people			
2	Know about the different forms of abuse that can affect children and young people	2.1	Describe what is meant by the four types of abuse that can affect children and young people: <ul style="list-style-type: none"> • physical • emotional • sexual • neglect 			
		2.2	Give one example of when bullying may constitute abuse			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3	2.3	Identify four signs or indicators for each of the following types of abuse: <ul style="list-style-type: none"> • physical • emotional • sexual • neglect 			
	2.4	Describe how signs of abuse can be subtle and may be expressed in play, artwork and the way that children and young people approach relationships with other children, young people and adults			
3	3.1	Describe how to observe and record concerns about possible abuse, distinguishing between: <ul style="list-style-type: none"> • observation • facts • information gained from others • opinion 			
	3.2	Explain the necessity of information sharing between individuals and between organisations in relation to children and young people's welfare			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know how to maintain the welfare of children and young people in the play environment	3.3	Identify assessment frameworks or guidelines designed to safeguard the welfare of children and young people				
		3.4	Identify where to get advice, support and further information on issues to do with safeguarding children's welfare				
		3.5	Explain how assumptions, attitudes and discrimination can influence practice in relation to safeguarding children and young people				
		3.6	Explain how assumptions, attitudes and discrimination prevent some children and young people from having equality of opportunity and equal protection from harm				
		4.1	Describe how and when to intervene when children or young people's personal hygiene is interfering with them playing with others				
		4.2	Describe how and when to intervene when children or young people's hunger is affecting their ability to play				
		4.3	Identify occasions when it's necessary to provide intimate personal care or assistance to a child or young person				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	4.4	Outline how to ensure that respect is shown for the child or young person and that their dignity is maintained when providing intimate personal care or assistance				
	4.5	Identify why it is important that a child or young person has the right to take part in decisions that may affect them				

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to develop own playwork practice	1.1	Describe how to identify own strengths, and areas of playwork practice that need further development			
		1.2	Describe how to identify goals and targets for own continuing development			
		1.3	Outline how a playworker's colleagues and line manager can help a playworker to develop their skills and knowledge			
		1.4	Identify sources of help on training and development from inside and outside a playwork organisation, including sources with inclusive and rights-based approaches to playwork			
		1.5	Explain why it is important to continue to review and update personal development on a regular basis			
		1.6	Identify ways of continuing to review and improve own practice			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Know how to work as part of a playwork team	2.1	Explain why effective teamwork is important in an inclusive play environment				
		2.2	Identify external organisations and staff with whom a playworker may need to develop effective team relationships				
		2.3	Outline why it is important for a playworker to understand the purpose and objectives of their team				
		2.4	Outline why it is important for a playworker to be clear about own role and responsibilities and those of others in the team				
		2.5	Describe the importance of clear communication within a playwork team				
		2.6	Identify the types of information a playworker should communicate to others in the team				
		2.7	Describe how a playworker should interact effectively with other people to build an effective team				
		2.8	Explain why it may be important to challenge existing practice within a playwork team and how to do so constructively				
		2.9	Describe how to handle differences of opinion and conflict within the team				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to reflect on playwork practice as part of a team	3.1	Use observations of, and feedback from, children and young people to reflect on own playwork practice			
		3.2	Use feedback from colleagues and parents and others to reflect on own playwork practice			
		3.3	Share reflections with a team colleague to identify how own playwork practice can be adapted and developed			
		3.4	Identify potential training and development routes to enhance own playwork practice			
		3.5	Demonstrate effective working relationships with other team members			

Learner name: _____ Date: _____
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Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 8: **Contribute to the Health, Safety, Security and Welfare of Children and Young People using the Play Environment**

Unit reference number: Y/600/9526

QCF level: 2

Credit value: 5

Guided learning hours: 30

Assessment requirements

Please see Annexe D for Assessment Requirements document

Assessment methodology

This unit is assessed in the workplace. Simulation is allowed for Learning Outcome 2 if there is no naturally occurring evidence available. 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 support the health, safety and security of children and young people	1.1	Identify the following types of hazards in the play environment: <ul style="list-style-type: none"> • physical • emotional • behavioural • environmental 		
		1.2	Assess the risks that hazards present		
		1.3	Enable children and young people to assess risks for themselves		
		1.4	Manage the risks according to the policies of the organisation whilst maintaining acceptable challenge and risk		
		1.5	Get advice from colleagues when unsure about how to assess and deal with a hazard		
		1.6	Support children and young people to take responsibility for their own health, safety and security		

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
	1.7	Make sure own actions do not endanger the health, safety and security of children and young people					
	1.8	Follow the organisation's procedures for ensuring the safety and security of the children and young people on arrival and departure					
	1.9	Maintain records on health, safety and security as required by your organisation					
	1.10	Keep toilet and washing areas clean, hygienic and stocked					
	2.1	Identify and respond to the following types of emergency: <ul style="list-style-type: none"> • injuries • signs of illness • requiring evacuation of the play environment • involving the security of children and young people 					
2	Be able to respond to emergencies						

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3		2.2	Remain calm and follow the correct procedures for the emergency according to agreed role and responsibilities				
		2.3	Communicate clearly with those involved in the emergency				
		2.4	Protect those involved in the emergency from harm				
		2.5	Give reassurance and comfort to the people involved, if wanted				
		2.6	Give other people providing assistance clear information about what has happened				
		2.7	Follow the correct procedures for reporting and recording the emergency				
		3.1	Follow the organisation's procedures for safeguarding the welfare of children and young people				
	3.2	Record and report any concerns about children and young people's welfare, being sensitive to the child and the situation					
	3.3	Support the child/young person's right to their voice being heard in decisions concerning their welfare					

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	3.4	Encourage children and young people to be aware of potential risks to their welfare and how to protect themselves				
	3.5	Respect confidential information about children and young people				

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 9: **Help to Improve Own Practice and the Work of the Playwork Team**

Unit reference number: H/600/9528

QCF level: Level 2

Credit value: 4

Guided learning hours: 30

Assessment requirements

Please see Annexe D for Assessment Requirements 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 reflect on own playwork practice	1.1	Take note of children and young people's responses to own playwork practice			
		1.2	Ask for constructive feedback on own playwork practice from colleagues			
		1.3	Take note of responses to own playwork practice from other adults			
		1.4	Evaluate all aspects of own playwork practice			
		2.1	Work with an appropriate person to: <ul style="list-style-type: none"> • identify own strengths, and areas where playwork practice could improve • plan ways in which playwork practice could improve • identify goals and targets 			
2	Be able to improve own playwork practice	2.2	Take part in continuing professional development that is relevant to own goals and targets			
		2.3	Review own personal development			
		2.4	Identify new areas of skill and knowledge to achieve new goals and targets			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support the work of the playwork team	3.1	Support the purpose and objectives of the team			
		3.2	Carry out own role and responsibilities within the team			
		3.3	Communicate clearly with line manager, team members and other professionals, making sure they have the information they need			
		3.4	Interact with others in a way that supports good team work			
		3.5	Identify and suggest ways in which the team could improve its work, challenging existing practice where necessary			
		3.6	Respond to differences of opinion and conflict constructively			
		3.7	Seek advice and support from relevant people when needed			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

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

Unit 10: Reflective Playwork Practice

Unit reference number: R/600/9511

QCF level: 3

Credit value: 3

Guided learning hours: 20

Assessment requirements

Please see Annexe D for Assessment Requirements 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	Know how to work with children and young people to create play spaces	1.1	Describe the playworker's role in working with children and young people to create play spaces		
		1.2	Explain the concept of 'loose parts' and its contribution to creating play spaces		
		1.3	Give two examples of each of the following types of play spaces: <ul style="list-style-type: none"> • physical • affective • transient • permanent 		
		1.4	Outline how each different type of play space is important to children and young people's play		
		1.5	Outline how children and young people's development can affect their ability or willingness to take part in: <ul style="list-style-type: none"> • creating play spaces • changing/adapting play spaces 		

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Know how to ensure a play space is inclusive	2.1	Outline why it is important to have an inclusive approach to creating play spaces				
		2.2	Define 'separate', 'segregated' and 'inclusive' play provision				
		2.3	Describe how to remove barriers that prevent some children and young people accessing play and play spaces				
		2.4	Describe how to identify the specific needs of individual children and young people when creating play spaces and taking part in play				
		2.5	Outline how to balance the rights of the children or young people to play in a self-directed way with the rights of others				
3	Know how to identify children and young people's play needs and wants	3.1	Describe two different methods of observing children and young people at play				
		3.2	Describe two methods of gaining feedback from children and young people with due regard to their preferred methods of communication				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		3.3	Describe how to use information gained from observation and feedback to identify play needs and wants				
		3.4	Outline how children and young people's development can affect their play needs and wants				
4	Know how to support children and young people's play	4.1	Outline how to identify when children and young people need support within the play space				
		4.2	Describe how a playworker can support, without taking control, children and young people to adapt a play space				
		4.3	Describe four possible interventions that could be used to adjust levels of challenge and stimulation during children and young people's play				
		4.4	Describe how to bring play to an end in a way that is sensitive to the children and young people and their level of development and involvement				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Be able to apply playwork practice	5.1	Identify the play needs and wants of children and young people				
		5.2	Work with children and young people to create two types of play space that address their play needs and wants				
		5.3	Adapt interventions to meet the play needs and wants of all children and young people				
6	Know how to reflect on own playwork practice	6.1	Outline why it is important to reflect on all aspects of own playwork practice, including relationships with other people				
		6.2	Outline what is meant by reflective practice				
		6.3	Describe how to use observations of, and explicit feedback from, children and young people to reflect on own playwork practice				
		6.4	Identify what is meant by constructive feedback				
		6.5	Describe how to gather and handle constructive feedback from others, for example colleagues and parents				
		6.6	Explain how to use observations and feedback to adapt own playwork practice				

Learner name: _____
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(if sampled)

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Unit 11: Support Relationships in the Play Environment

Unit reference number: T/600/9520

QCF level: 3

Credit value: 4

Guided learning hours: 30

Assessment requirements

Please see Annexe D for Assessment Requirements document.

Assessment methodology

This unit is assessed in the workplace. Simulation is only allowed for Assessment Criteria 2.5. 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 and maintain relationships with children and young people	1.1	Establish a rapport with children and young people in the play environment			
		1.2	Give respect to all children and young people in the play environment			
		1.3	Actively listen to children and young people and value what they say, experience and feel			
		1.4	Communicate with children and young people in a way that is appropriate to the individual, using both conventional languages and body language			
		1.5	Provide children and young people with reasons for actions when appropriate			
		1.6	Check that children and young people understand what is communicated			
		1.7	Be responsive to children and young people's questions, ideas and suggestions			

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
	1.8	Support children and young people in making choices for themselves				
	1.9	Value all children and young people's individuality and differences				
	1.10	Give attention to individual children and young people in a way which is fair to them and the group as a whole				
2 Be able to support relationships between children and young people and others in the play environment	2.1	Support all children and young people to communicate effectively with others				
	2.2	Encourage children and young people to understand other people's individuality, diversity and differences				
	2.3	Help children and young people to understand and respect other people's feelings and points of view				
	2.4	Support children and young people to develop group agreements about the way they interact with others				
	2.5	Support children and young people experiencing transitions and other issues that impact on their behaviour and relationships				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	2.6	Support children and young people who have been affected by the behaviour of others, when that support is what they want				
	2.7	Where appropriate, encourage and support children and young people to deal with conflict for themselves				

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 12: **Work with Children and Young People to Create Play Spaces and Support Freely Chosen Self-Directed Play**

Unit reference number: L/600/9524

QCF level: 3

Credit value: 7

Guided learning hours: 50

Assessment requirements

Please see Annexe D for Assessment Requirements 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 work with children and young people to create a variety of play spaces	1.1	Use own observations, and feedback from children and young people, to identify their play needs and wants			
		1.2	Work with children and young people to develop possibilities for play spaces that meet their needs and wants			
		1.3	Support all children and young people to create play spaces appropriate to their individual needs and requirements			
		1.4	Support children and young people to adapt play spaces to provide challenge, stimulation, rest or relaxation			
		1.5	Contribute to ensuring there is sufficient flexibility, variety and choice of resources to enable children and young people to adapt the play space			
		1.6	Seek advice and support from colleagues throughout this process of creating play spaces			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to support children and young people's freely chosen, self-directed play	2.1	Support all children and young people's right to play			
		2.2	Observe children and young people involved in play			
		2.3	Respond to play cues appropriately			
		2.4	Support children and young people to explore their play spaces			
		2.5	Support the play process in a way that does not undermine the children and young people's personal control and involvement			
		2.6	Leave children and young people to determine the content and intent of their play			
		2.7	Choose an intervention style that enables children and young people to extend their play			
		2.8	Take part in play only when invited by children and young people through their play cues			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	2.9	Intervene in children and young people's play when their or others' health, safety or welfare requires it				
	2.10	Enable play to end in a way that is appropriate to the children and young people, their level of involvement and the requirements of your organisation				

Learner name: _____

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(if sampled)

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to provide food and drink in a play environment	1.1	Research specific dietary and cultural needs of children and young people in the play environment			
		1.2	Contribute to providing a variety of food and drink so that children and young people can choose what and when they eat and drink within organisational guidelines			
		1.3	Involve children and young people in the processes of preparation, serving and clearing away, if that is what they want			
		1.4	Ensure food storage and preparation meet organisational and legal requirements			
		1.5	Be responsive to any child or young person who may need support or assistance with food or drink			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to contribute to providing food and drink in the play environment	2.1 Describe relevant legal requirements relating to the storage, preparation and serving of food			
	2.2 Outline the relationship between nutrition and children and young people's development			
	2.3 Describe the effect of food intake on children and young people's ability to play			
	2.4 Describe how food may be used as a play resource and issues related to this			
	2.5 Identify the types of food and drink which are consistent with healthy eating			
	2.6 Identify food and drink that meet cultural and specific dietary requirements, including allergies			
	2.7 Outline how to negotiate with parents in regard to what children and young people should eat			
	2.8 Outline the importance of children and young people participating in the selection, preparation, serving and clearing away of food and drink			
	2.9 Describe risk assessments covering children and young people being in food preparation areas			

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Unit 14: Contribute to the Administration of the Play Environment

Unit reference number: Y/600/9543

QCF level: 2

Credit value: 8

Guided learning hours: 50

Assessment requirements

Please see Annexe D for Assessment Requirements 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 process financial transactions relevant to the play environment	1.1	Record the details of transactions accurately, legibly and promptly			
		1.2	Make sure all calculations are correct			
		1.3	Issue and obtain receipts			
		1.4	Keep all money, cheques, records and receipts securely			
		1.5	Refer any issues regarding finance promptly to the appropriate person			
		1.6	Follow the organisation's financial procedures			
2	Be able to handle information relevant to the play environment	2.1	Respond to enquiries about arrangements for children and young people attending the play environment			
		2.2	Collect the necessary information about the children, young people and their families			
		2.3	Record this information clearly and fully			
		2.4	Pass the information on to the responsible colleague following organisational procedures			
		2.5	Treat enquirers politely and courteously and in a way that is appropriate to their needs			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to maintain records relevant to the play environment	3.1	Store the records securely but in a way which allows them to be quickly found and retrieved			
		3.2	Restrict access to the records according to the agreements on confidentiality and organisational and legal requirements			
		3.3	Promptly provide information to authorised people on request			
4	Know how to process payments relevant to the play environment	4.1	Describe the organisational procedures which must be followed for finance			
		4.2	Outline why it is important to process transactions according to procedures			
		4.3	Describe how to record financial transactions according to procedures and legal requirements			
		4.4	Outline why it is important to issue and retain receipts			
		4.5	Outline why it is important to store money, cheques, records and receipts securely			
		4.6	Identify the appropriate colleague to refer issues associated with finance			
		4.7	Describe the types of issues that may occur with finance and financial transactions			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Know how to handle information relevant to the play environment	5.1	Outline why it is important to deal with enquiries promptly and courteously				
		5.2	Describe the types of enquiry which are likely to be made				
		5.3	Describe how to deal with a range of different enquiries				
		5.4	Identify the types of enquiries which may need to be passed on to an appropriate colleague				
		5.5	Identify the appropriate colleague to deal with enquiries that need to be passed on				
		5.6	Describe the types of information which needs to be collected about children and their families				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Know how to maintain records relevant to the play environment	6.1	Describe own responsibilities in relation to legislation covering data protection			
		6.2	Outline why it is important to keep records complete, legible and up to date			
		6.3	Outline why it is important to store records securely but in a way which enables them to be found quickly			
		6.4	Outline the importance of confidentiality and information sharing in the play environment			
		6.5	Describe how confidentiality and information sharing is maintained in own play environment			

Learner name: _____ Date: _____

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

Unit 15: **Support the Travel of Children and Young People Outside the Play Environment**

Unit reference number: M/600/9547

QCF level: 2

Credit value: 13

Guided learning hours: 80

Assessment requirements

Please see Annexe D for Assessment Requirements 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 support the arrival and departure of children and young people	1.1	Gather information about the children and young people to be dropped off/picked up			
		1.2	Communicate arrangements to other staff when relevant			
		1.3	Remind children and young people about health and safety issues relating to arriving at and leaving the play environment			
		1.4	Follow organisational procedures for staff/child ratios			
		1.5	Follow agreed procedures to meet children and young people when picking up			
		1.6	Follow organisational procedures to check that all children and young people have been accounted for			
		1.7	Deal with any issues that may arise in a calm manner			
		1.8	Behave in a way that maintains a professional relationship with the relevant organisations			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to support children and young people during travel	2.1	When necessary, remind children and young people of agreed ways to keep safe during travel				
		2.2	Be sensitive to the needs of children and young people and offer help when required				
		2.3	Follow your organisation's procedures for travel: <ul style="list-style-type: none"> • on foot • by public transport • by private transport 				
		2.4	Respond to children and young people's feelings and behaviour as they move from one environment to another				
		2.5	Encourage children and young people to look after their belongings				
		2.6	Offer children and young people assistance when required				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Understand the principles of supporting the travel of children and young people outside the play environment</p>	3.1 Identify the major factors relevant to organising travel for children and young people, including those to do with the safety and security			
	3.2 Describe different travel arrangements which are appropriate to the individual needs of the children and young people, and the range of journeys which are being undertaken			
	3.3 Outline the importance of providing children and young people and other staff/helpers with up to date and accurate information about travel arrangements in good time			
	3.4 Describe typical preparations which children and young people, and members of staff, would have to make for the range of journeys			
	3.5 Identify the kinds of issues that might occur when supporting children and young people's travel			
	3.6 Describe contingency arrangements appropriate to the types of issues that may arise when children and young people are travelling			
	3.7 Describe the organisational and legal requirements which govern organising, travel for children and young people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to escort children and young people outside of the play environment	4.1	Outline why it is necessary to collect the correct information on the children and young people to be escorted			
		4.2	Describe the organisation's procedure for safe escorting			
		4.3	Outline why it is important to be at the designated meeting place on time			
		4.4	Outline the importance of using a designated route			
		4.5	Describe how to ensure children and young people can enter the play environment safely			
		4.6	Describe how to agree ways with children and young people to keep safe during travel			
		4.7	Describe the feelings that children and young people may experience when moving from one environment to another			
		4.8	Describe the behaviour that children and young people may exhibit when moving from one environment to another			
		4.9	Outline how to respond to children's feelings and behaviour about travel as a playworker			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	4.10	Outline how to maintain the safety and security of belongings and travel documents				
	4.11	Identify the records relevant to journeys that need to be kept				
	4.12	Explain the importance of record keeping when organising travel				

Learner name: _____ Date: _____

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(if sampled)

Unit 16: **Facilitate a Specific Play Opportunity at Children or Young People’s Request**

Unit reference number: K/600/9532

QCF level: Level 3

Credit value: 14

Guided learning hours: 85

Assessment requirements

Please see Annexe D for Assessment Requirements 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 plan a specific play opportunity	1.1	Identify ideas for a specific play opportunity appropriate to the play environment		
		1.2	Only pursue this if it is in line with children and young people's needs and preferences		
		1.3	Involve the children and young people in planning the opportunity if they choose		
		1.4	Create a plan for the opportunity which covers: <ul style="list-style-type: none"> • reasons for undertaking the opportunity • health and safety considerations • children and young people's needs and preferences • inclusion • resources required • permissions required • methods and content • contingencies • monitoring and evaluation 		
		1.5	Discuss the plan with the responsible colleague to gain approval		

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to prepare a specific play opportunity	2.1	Select and obtain appropriate resources for the opportunity				
		2.2	Prepare the requirements of the opportunity in an inclusive way, according to the plan				
		2.3	Check the condition and safety of the resources to be used				
		2.4	Use environmentally friendly resources and methods wherever possible				
		2.5	Ensure own physical and emotional competence to facilitate the opportunity				
		2.6	Gain appropriate permissions to facilitate the opportunity				
3	Be able to implement a specific play opportunity	3.1	Only undertake the opportunity at the childrens' or young people's request or agreement				
		3.2	Involve only those who wish to take part and for as long as they wish to take part				
		3.3	Introduce the opportunity using inclusive methods				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date	
4 Understand the principles of facilitating a specific play opportunity at children or young people's request	3.4	Take on an appropriate role in the opportunity, adapting the role if appropriate, including: <ul style="list-style-type: none"> • observing • leading • taking part • facilitating 			
	3.5	Adapt and exercise flexibility with the plan in order to respond to children and young people's current needs and preferences			
	3.6	Bring the opportunity to an effective close			
	4.1	Describe how to ensure that the playwork principles are upheld in the context of a specific play opportunity with adult involvement			
	4.2	Outline the importance of children and young people being involved in decision making in relation to specific play opportunities in their play environment			
	4.3	Identify the potential barriers children and young people may experience in accessing a specific play opportunity			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
		4.4	Describe how to overcome potential barriers children and young people may experience in accessing a specific play opportunity				
		4.5	Outline the importance of an inclusive approach in relation to planning and implementing a specific play opportunity				
		4.6	Describe the reasons why a specific opportunity may be planned				
		4.7	Identify when and why a specific play opportunity may not be appropriate				
		4.8	Describe how to implement anti-discriminatory practice in relation to planning and implementing a specific play opportunity				
		4.9	Identify the qualifications, experience and adherence to codes of practices required for a range of specific play opportunities				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Know how to plan a specific play opportunity at children and young people's request	5.1	Outline the importance of the plan being based on the children and young people's needs and preferences				
		5.2	Identify specific play opportunities that are, and are not appropriate for own play environment				
		5.3	Outline the purpose of planning				
		5.4	Describe what the planning process should cover and who could be involved				
		5.5	Describe a range of different ways to carry out the planning process				
		5.6	Outline how to check a plan for deliverability and inclusion				
		5.7	Describe the range of health and safety considerations that need to be addressed at the planning stage				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to prepare a specific plan opportunity at children and young people's request	6.1 Outline the importance of only pursuing plans for specific play opportunities when the children and young people want to			
	6.2 Identify who will need to provide approval for a range of specific play opportunities			
	6.3 Outline the importance of gaining approvals for specific play opportunities			
	6.4 Describe the potential effects a specific play opportunity could have on the environment, including your choices of materials and resources			
	6.5 Outline the importance of developing group agreements for a specific play opportunity			
	6.6 Describe how to develop group agreements for specific play opportunities			
	6.7 Identify when group agreements are and are not needed			
	6.8 Outline why it is important to ensure own physical and emotional competence appropriate to a specific play opportunity			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Know how to facilitate a specific play opportunity at children and young people's request	7.1 Explain the process of facilitating a specific opportunity in the context of intervention spectrums or styles			
	7.2 Describe the range of methods and techniques that could be used to facilitate a specific play opportunity			
	7.3 Describe how to minimise negative effects on the environment			
	7.4 Outline when different roles may be appropriate for the playworker to take on, in the context of implementing a specific play opportunity including: <ul style="list-style-type: none"> • observing • leading • taking part • facilitating 			
	7.5 Outline how to apply inclusion and diversity through your words and actions whilst facilitating a specific play opportunity			
	7.6 Describe the levels of supervision required for a range of a specific play opportunities			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 17: **Support the Development of Playwork Opportunities in the Community**

Unit reference number: T/600/9534

QCF level: 3

Credit value: 8

Guided learning hours: 55

Assessment requirements

Please see Annexe D for Assessment Requirements 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 communicate with people in the community about own work	1.1	Identify with colleagues opportunities to promote own area of work and organisation to people in the local community, including: <ul style="list-style-type: none"> • 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 			
	1.2	Explain the work of the organisation to people in the local community			
	1.3	Give information to people about organisations who provide complementary opportunities to own organisation			
	1.4	Explain how the work of own organisation is of benefit to the community			
	1.5	Gain feedback from people about their views of own organisation			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date	
		1.6	Present information in an inclusive way, which meets the needs of the people being communicated with					
		1.7	Keep the responsible colleague informed on your activities with people					
2	Be able to support positive links and partnerships with other organisations and individuals	2.1	Find out about other organisations and individuals with whom own organisation works					
		2.2	Contribute to communication with other organisations and individuals through: <ul style="list-style-type: none"> • meetings • telecommunication • e - or web communication • printed material 					
		2.3	Communicate positively and co-operatively with other organisations and individuals					
		2.4	Discuss current and possible future links and partnership working with other organisations and individuals					

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Know how to communicate with people in the community about own work	2.5	Exchange information and communication with other organisations and individuals in ways that have been agreed				
		2.6	Undertake partnership working with other organisations and individuals within the framework of own organisation's policies and procedures				
		3.1	Outline the importance of promoting the value of play and playwork to the local community				
		3.2	Outline the importance of promoting own play organisation to people in the local community				
		3.3	Describe a range of different ways a playworker can promote their work and the work of their organisation to the community				
		3.4	Describe a range of traditionally hard to reach groups and individuals				
		3.5	Illustrate how to access hard to reach groups and individuals				
		3.6	Outline the importance of getting feedback from people in the community about the work of the organisation				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know how to support positive links and partnerships with other organisations and individuals	4.1	Describe own organisation's policies and guidance relevant to promoting and forming partnerships				
		4.2	Explain what is meant by networking and the importance of networking to play development				
		4.3	Describe the range and variety of people and organisations with whom a playworker could collaborate				
		4.4	Illustrate the benefits of partnership working				
		4.5	Describe how to make initial contact with people and organisations who could take part in collaborative work				
		4.6	Outline what it means to have positive working relationships with other organisations and individuals				
		4.7	Give examples of the problems/issues that could occur when taking part in partnership work				
		4.8	Describe how to respond to problems and issues that may occur during partnership working				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	4.9	Explain the limits of own role in relation to partnership working and promoting own organisation				
	4.10	Give examples of appropriate and inappropriate behaviour when taking part in partnership activities				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 18: **Contribute to Supporting Disabled Children and Young People in the Play Environment**

Unit reference number: F/600/9536

QCF level: 3

Credit value: 15

Guided learning hours: 80

Assessment requirements

Please see Annexe D for Assessment Requirements 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 for playwork with disabled children and young people	1.1	Find out disabled children and young people's requirements and desires for play from relevant people			
		1.2	Challenge disabling attitudes and behaviour that may prevent disabled children and young people from playing			
		1.3	Use language, terminology and practice that support disabled children and young people's play			
		1.4	Keep up to date with legislation and guidance that will develop own playwork practice with disabled children and young people			
		1.5	Work with all children and young people in the play environment to adapt play so as not to compromise anyone's play experience			
		1.6	Support any intimate or personal care requirements of disabled children and young people so that they can play			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to carry out playwork with disabled children and young people	2.1	Intervene in ways that support disabled children and young people to issue play cues				
		2.2	Recognise, interpret and respond to play cues from disabled children and young people				
		2.3	Use and modify playwork interventions sensitively				
		2.4	Interpret play returns to support the extension of play by disabled children and young people				
		2.5	Support disabled children and young people to engage with those play types that are possible for the individual				
		2.6	Enable the disabled child/young person to explore and know what is available in the play environment and how it can be used				
		2.7	Provide and adapt play resources during the play to extend possibilities and choice for disabled children and young people				
		2.8	Initiate, adapt or spark play as appropriate to the play needs of disabled children and young people				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand the principles of playwork with disabled children and young people	2.9	Reflect on your practice individually and collaboratively				
		2.10	Encourage disabled children and young people to take control of their own personal care and risk management without compromise to personal safety, welfare and security				
		3.1	Describe own perception of disability				
		3.2	Outline the different models of disability				
		3.3	Explain why the social model of disability underpins effective playwork				
		3.4	Describe how to identify good play work practice when working with disabled children and young people				
		3.5	Describe practices that discriminate against disabled children and their families in relation to playwork				
		3.6	Identify barriers to the participation of disabled children and young people in freely chosen, self directed play				
		3.7	Describe relevant legislation and guidance relating to the inclusion of disabled children				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know how to support play when working with disabled children and young people	3.8	Describe the types of social and environmental triggers which may cause some disabled children and young people alarm and/or emotional distress and/or changes in behaviour				
		3.9	Explain the importance of maintaining dignity and respect for disabled children and young people in all aspects of (playwork and) intimate care				
		3.10	Explain how discriminatory attitudes affect the play experience of disabled children and young people				
		4.1	Identify the types of people from whom information can be gained to help plan for working with disabled children and young people				
		4.2	Describe how play cues may be expressed by individual disabled children/young people				
		4.3	Describe the components of the play cycle expressed by individual disabled children and young people				
		4.4	Describe a range of interventions that can be used to respond sensitively to the play requirements and desires of individual disabled children and young people				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	4.5	Describe how to respond to disabled children/young people's play cues in a way that supports play and their potential entry into a play cycle				
	4.6	Explain how to identify the diverse personal and play support requirements of disabled children and young people				
	4.7	Illustrate how adult intervention may enhance or compromise the play experience of disabled children and young people				
	4.8	Outline the importance of giving adequate time to understanding and being understood by individual disabled children and young people				
	4.9	Outline the importance of disabled children and young people being able to make their own informed choices				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 19: Support Work with Parents and Carers in the Play Environment

Unit reference number: J/600/9540

QCF level: Level 3

Credit value: 12

Guided learning hours: 70

Assessment requirements

Please see Annexe D for Assessment Requirements document.

Assessment methodology

This unit is assessed in the workplace. Simulation is only allowed for Assessment Criteria 1.3 if there is no naturally occurring evidence is available. 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 working relationships with parents and carers	1.1	Communicate with parents and carers in a way that helps them to feel welcome and valued				
		1.2	Exchange information with parents and carers in ways that meet their needs and the needs of children and young people				
		1.3	Respond to disagreements or differences of opinion with parents and carers according to organisational procedures				
		1.4	Keep information from and about parents and carers confidential				
		1.5	Pass on information about or from parents and carers, when required by the organisation's policy				
		1.6	Show that parents/carers' diversity and individuality are valued				
		1.7	Respond positively to complaints and suggestions according to organisational procedures				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to support the involvement of parents and carers in the play environment	2.1	Discuss with parents and carers the possibilities of being involved in the play environment				
		2.2	Work with colleagues to help find possibilities to involve parents and carers				
		2.3	Help parents and carers to understand the values and policies of the play environment				
		2.4	Help parents and carers to actively take part in the range of possibilities, giving them the information they need				
		2.5	Help to review with parents and carers their involvement in the play environment				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand the principles of working with parents and carers in the play environment	3.1	Explain why good working relationships with parents and carers are important to effective playwork				
		3.2	Identify a range of issues affecting parents and carers including social, cultural, and economic pressures				
		3.3	Illustrate how to help parents and carers feel welcome and valued in the play environment				
		3.4	Explain why it is important to show respect for other adults' individuality				
		3.5	Describe behaviour that models respect for parents and carers in the play environment				
		3.6	Describe how to assure parents and carers of children who experience barriers to access that the environment is inclusive and welcomes them				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Know how to contribute to working relationships with parents and carers	4.1	Identify a range of the information needs and expectations that parents and carers may have				
		4.2	Outline the importance of clear communication with parents and carers				
		4.3	Outline the importance of being sensitive to communication difficulties with parents and carers				
		4.4	Describe strategies to overcome communication difficulties with parents and carers				
		4.5	Outline the importance of showing that the playworker listens to parents and carers and take their views and opinions seriously				
		4.6	Outline how to balance the wishes of parents and carers with the agreed procedures and policies of the organisation and the rights of the child				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Know how to involve parents and carers in the play environment	4.7	Describe the importance of confidentiality				
		4.8	Describe how to balance the need to respect confidential information about parents and carers with the welfare of the child				
		4.9	Describe typical situations that may cause conflict with between playworkers and other adults				
		4.10	Describe how the playworker should deal with conflict with parents and carers				
		4.11	Describe the organisation's complaints procedures				
		5.1	Describe how to encourage parents and carers to become involved in the work of the play environment				
		5.2	Identify the types of opportunities that exist for parents and carers to become involved				
		5.3	Describe legal requirements for parents and carers to become involved in activities in the play environment				
		5.4	Describe the organisation's policies and procedures for involving parents in activities				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	5.5	Explain the importance of parents and carers understanding and supporting the values and policies of the play environment, including those for inclusion				
	5.6	Describe the types of guidance, information and support parents and carers may need to be involved in the play environment				

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 20: **Carry Out Playwork in a School Setting**

Unit reference number: L/600/9541

QCF level: 3

Credit value: 11

Guided learning hours: 65

Assessment requirements

Please see Annexe D for Assessment Requirements 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 play space within the school setting	1.1	Identify the physical space that will be used for the playwork session			
		1.2	Help children, young people and adults understand where the play space exists			
		1.3	Explain to children, young people and adults the difference, in terms of expectations, between the play space and other physical and emotional spaces within the school			
		1.4	Advocate for children and young people's play in the wider school context			
		1.5	Help protect the play space that has been created from interventions and interruptions from others			
2	Be able to facilitate play in a school setting	2.1	Form agreements with the children and young people about how the space will be used, in line with the playwork principles and the school's policies			
		2.2	Use areas, materials, resources and equipment that have been agreed with appropriate colleagues in the school			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Know how to carry out playwork in a school setting	2.3	Communicate with school staff about children and young people's play experiences				
		2.4	Encourage children and young people to take ownership and responsibility of the space				
		3.1	Outline the importance of play in school settings				
		3.2	Describe how play can enhance school experiences for children and young people				
		3.3	Recognise the differences between playwork and play based activity that may happen in a school setting				
		3.4	Describe potential conflicts between a school agenda and the play process				
		3.5	Distinguish between the role of the adult in interacting with children and young people in a playwork context to other school-based adults' roles				
		3.6	Outline the importance of children understanding that different expectations may be placed upon them regarding use of the same space				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	3.7	Outline the importance of protecting the play space				
	3.8	Explain the meaning of advocacy				
	3.9	Describe how to advocate for play and playwork in a school based setting				

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 Edexcel QCF NVQs and Competence-based Qualifications* published annually
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel 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 for playwork, please go to www.ukstandards.co.uk.

Professional development and training

Edexcel 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 (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel 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 Edexcel 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 (QCF) Sport and Exercise Sciences (QCF)		
4			BTEC HNC Diplomas in: Sport (QCF) Sport and Exercise Sciences (QCF)		NVQ in Spectator Safety Management (QCF)
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 (QCF) Sport and Exercise Sciences (QCF)	BTEC Award in Employment Awareness in Active Leisure and Learning (QCF) BTEC Certificate and Diploma in Sailing and Watersports (QCF)	NVQs in: Sports Development (QCF) Leisure Management (QCF) Achieving Excellence in Sports Performance (QCF) Spectator Safety (QCF)

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 (QCF)	BTEC Awards in: Understanding Stewarding at Spectator Events (QCF) Employment Awareness in Active Leisure and Learning (QCF) BTEC Certificates in Sailing and Watersports (QCF)	NVQs in: Active Leisure, Learning and Wellbeing Operational Services (QCF) Activity Leadership (QCF) Instructing Exercise and Fitness (QCF) Spectator Safety (QCF) Sport and Play Surfaces (QCF)
1		Principal Learning and Additional and Specialist Learning in Sport and Active Leisure	BTEC Award, Certificate and Diploma in Sport and Active Leisure (QCF)		NVQ in Sport and Active Leisure (QCF)
Entry	Entry Level Certificate in Physical Education		BTEC Award in Sport and Active Leisure (QCF)		

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel 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.
- Edexcel 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 Edexcel 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 Edexcel. Edexcel 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. Edexcel 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. Edexcel 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 Edexcel.

The Edexcel quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel 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

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

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel 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 Edexcel 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 Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel 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. www.edexcel.com.

Annexe D: Assessment requirements/strategy

QCF evidence Requirements and Assessment Guidance for Level 2 Diploma in Playwork (NVQ)

Introduction

In August 2007, new national occupational standards for Playwork level 2 were approved.

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

SkillsActive, the Sector Skills Council for Active Leisure, Learning and Well-being, as an Ofqual-approved unit and rule of combination submitter for the QCF, has now developed a suite of qualifications (award, certificate, diploma) 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. The Award and Certificate units mainly cover knowledge and understanding derived from the level 2 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, and this is their purpose. They do not confirm occupational competence, only that the learner is ready to enter employment as a playworker.

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

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 2, to meet QCF 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 2 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 2 in Playwork and they apply equally to prospective external and internal verifiers and assessors, who must have¹:

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.

¹All 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 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 candidate is practising competently not only during observations but also at other times as well.

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

Simulation

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

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

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

Observations

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

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

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

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

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

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

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

Knowledge and understanding

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

Validity and Consistency of Observations

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

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

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

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

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

Recording of competence

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

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

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. They must be a credible witness (who can be checked out if needed)
- Reflective account by the candidate that details what the candidate said, did and why
- Work products showing work undertaken by the candidate
- Professional discussion where the candidate describes what they said, did and why

Assessment guidance and evidence requirements for each unique diploma unit

PW33 Support Relationships in the Play Environment

Evidence of real work activity

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

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

- All types of ways to communicate

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

Simulation

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

Use of supplementary evidence

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

Knowledge and understanding

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

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

PW34 Work with Children and Young People to Create Play Spaces and Support Freely Chosen, Self-Directed Play

Evidence of real work activity

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

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

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

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

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

Knowledge and understanding

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

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

PW35 Contribute to the Health, Safety, Security and Welfare of the Children and Young People Using the Play Environment

Evidence of real work activity

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

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

- All types of hazard
- Three types of emergency

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

Simulation

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

Use of supplementary evidence

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

Knowledge and understanding

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

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

PW36 Help to Improve own Practice and the Work of the Playwork Team

Evidence of real work activity

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

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

- Two types of others

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

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

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

Knowledge and understanding

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

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

PW25 Contribute to Providing Food and Drink in the Play Environment

Evidence of real work activity

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

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

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

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

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

Knowledge and understanding

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

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

PW26 Facilitate a Specific Play Opportunity at Children or Young People's Request

Evidence of real work activity

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

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

- All types of plan
- All types of role

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

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

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

Knowledge and understanding

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

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

PW27 Support the Development of Playwork Opportunities in the Community

Evidence of real work activity

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

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

- All types of people
- Three types of communication

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

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

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

Knowledge and understanding

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

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

PW28 Contribute to Supporting Disabled Children and Young People in the Play Environment

Evidence of real work activity

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

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

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

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

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

Knowledge and understanding

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

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

PW29 Support Work with Parents and Carers in the Play Environment

Evidence of real work activity

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

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

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

Simulation

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

Use of supplementary evidence

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

Knowledge and understanding

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

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

PW30 Carry out Playwork in a School Setting

Evidence of real work activity

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

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

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

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

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

Knowledge and understanding

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

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

PW31 Contribute to the Administration of the Play Environment

Evidence of real work activity

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

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

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

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

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

Knowledge and understanding

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

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

PW32 Support the Travel of Children and Young People outside the Play Environment

Evidence of real work activity

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

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

- All types of modes of transport

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

Simulation

Simulation is not allowed for this unit.

Use of supplementary evidence

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

Knowledge and understanding

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

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

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.

Barriers to access

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

Body language

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

Bridging worker

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

Bullying

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

Children and young people

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

Children and young people's rights

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

Colleagues

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

Communicate/communication

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

Concern

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

Consult/consultation

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

Continuing professional development

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

Conventional language

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

Cultural dietary requirements

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

Development

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

Difference

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

Disability *

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

Disabled children and young people

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

Disabling attitudes/behaviour

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

Discriminatory practice/attitudes

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

Diversity

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

Effectively

Producing a successful outcome for the persons involved

Emergency

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

Feedback

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

Financial transactions

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

Good team work

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

Group agreements

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

Hazard

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

Health and safety policies and procedures

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

Health and safety requirements

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

Impairment**

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

Inclusion/inclusive provision

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

Individuality

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

Intervention styles

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

Line manager

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

New goals and targets

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

Non-conventional communication

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

Non-conventional language

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

Non-verbal communication

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

Observation

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

Organisation

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

Organisation's policies and procedures

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

Permanent play space

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

Personal care assistant

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

Physical play space

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

Plan

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

Play cues***

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

Play cycle***

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

Play environment

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

Play process

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

Play space

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

Playwork practice

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

Reflect

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

Resources

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

Responsible Colleague

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

Risk

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

Segregated play provision

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

Security hazards

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

Separate play provision

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

Serious injury

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

Social Model of Disability

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

Specific dietary requirements

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

Specific play opportunity

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

Staff/child ratio

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

Support

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

Transient play space

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

Transition

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

Unacceptable risk

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

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

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

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

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

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

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