

Pearson Edexcel Level 2 Certificate in Playwork (QCF)

Specification

NVQ/Competence-based qualification

First registration August 2014

Edexcel, BTEC and LCCI qualifications

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Purpose of this specification

This specification sets out:

- the objectives of the qualification
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- the combination of units that a learner must have completed before the qualification will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Framework in which the qualification is included, where appropriate.

1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs) or Competence-based qualifications reflect the skills and knowledge needed to do a job effectively. They are work-based qualifications that give learners the opportunity to demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, allowing flexibility in their delivery to meet the individual learner's needs. The qualifications are based on the National Occupational Standards (NOS) for the sector, which define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

Most NVQ/Competence-based qualifications form the competence component of Apprenticeship Frameworks. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

There are three sizes of NVQ/Competence-based qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above)

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has met the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 2 Certificate in Playwork (QCF)
QCF Qualification Number (QN)	601/1126/4
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	29/08/2013
Operational end date	01/08/2014
Approved age ranges	16-18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy in <i>Annexe C</i> .
Credit value	25
Assessment	Portfolio of Evidence (internal assessment)
Guided learning hours	192
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment Policy (see <i>Section 9, Access and Recruitment</i>)
Funding	For details on funding availability, please check the Learning Aims Reference Service (LARS), which replaces the Learning Aim Reference Application (LARA).

QCF qualification number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website: www.edexcel.com

Qualification objectives

The Pearson Edexcel Level 2 Certificate in Playwork (QCF) is for learners who work in, or want to work in the Playwork sector.

This qualification introduces learners to the playwork sector. It is ideal for playworkers who take on voluntary, seasonal or part-time roles in the industry, developing the knowledge, understanding and skills learners need to prepare for employment in the sector. It is not designed to confirm occupational competence, only that the learner is ready to enter employment as a playworker. Learners have the opportunity to achieve a nationally-recognised Level 2 qualification and develop their own personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a replacement for the EDI Level 2 Certificate in Playwork (QCF), which has expired.

Progression opportunities through Pearson qualifications

Learners who achieve the Pearson Edexcel Level 2 Certificate in Playwork (QCF) can progress to the Pearson Edexcel Level 2 Diploma in Playwork (QCF), Pearson BTEC Level 3 Award in Induction to Playwork (QCF), Pearson BTEC Level 3 Award in Transition to Playwork (from Early Years) (QCF), Pearson Edexcel Level 3 Certificate in Playwork (QCF) or the Pearson Edexcel Level 3 Diploma in Playwork (QCF).

Industry support and recognition

This qualification is supported by SkillsActive, the Sector Skills Council for Active Leisure, Learning and Well-being.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Playwork, which were set and designed by SkillsActive, the Sector Skills Council for the sector.

3 Qualification structure

Pearson Edexcel Level 2 Certificate in Playwork (QCF)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	25
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	H/600/9500	Playwork Principles	2	3	29
2	M/600/9502	Working within a Play Environment with Children and Young People	2	4	17
3	F/600/9505	Supporting Children and Young People's Play	2	3	26
4	L/600/9507	Relationships in the Play Environment	2	4	35
5	Y/600/9509	Health and Safety in the Play Environment	2	3	25
6	L/600/9510	The Safeguarding and Welfare of Children and Young People in the Play Environment	2	2	15
7	H/600/9514	Developing Own Playwork and Team Practice	2	3	25
8	R/600/9511	Reflective Playwork Practice	3	3	20

Centres should be aware that within the Level 2 qualification in this specification, learners will be required to meet the demands of a unit at Level 3. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit during delivery and assessment of the qualification.

4 Assessment

This qualification is assessed through an externally verified Portfolio of Evidence that consists of evidence gathered during the course of the learner's work.

To achieve a pass for the full qualification, the learner must achieve all the required units in the stated qualification structure. Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met, and it should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. The unit specification or suitable centre documentation can be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria of the unit and learning outcomes 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.

Learners can provide evidence of occupational competence 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 programme, whether at or away from the workplace. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy.
- 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 development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted based on RPL should provide confidence that the same level of skill/understanding/knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.
- Further guidance is available in the policy document *Recognition of Prior Learning Policy and Process*, available on our website.
- a **combination** of these.

Assessment requirements/strategy

The assessment requirements/strategy for this qualification has been included in *Annexe C and Annexe D*. It sets out the overarching assessment principles and the framework for assessing the qualification to ensure that it remains valid and reliable. They have been developed by SkillsActive in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria as well as the requirements of the SkillsActive assessment requirements/strategy. As stated in the assessment requirements/strategy, the evidence for this qualification can take a variety of forms as indicated below:

- 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 (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations for cross-referencing purposes in their portfolios.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. Evidence must be available to the assessor, internal verifier and Pearson standards verifier.

Any specific evidence requirements for individual units are stated in the unit introduction for the units in *Section 11*.

There is further guidance about assessment on our website. Please see *Section 12* for details.

Assessment of knowledge

The units within this qualification include of knowledge-based learning outcomes and assessment criteria. The evidence provided to meet these learning outcomes and assessment criteria must be in line with the SkillsActive assessment strategy. Any specific assessment requirements are stated in the unit introduction for the units in *Section 11*.

Centres need to look closely at the verbs used for each assessment criterion in the units when devising the assessment to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements. Any assignment brief should indicate clearly, which assessment criteria are being targeted.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment. To avoid over-assessment, centres are encouraged to link delivery and assessment across the knowledge-based learning outcomes.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement.

5 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support both the delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment requirements/strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where permitted, RWE must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment requirements/strategy in Annexe A. Staff assessing learners must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.
- There must be systems in place to ensure the continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 9, Access and recruitment* and *Section 10, Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to www.legislation.gov

6 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson vocational qualifications need to apply for, and be granted, centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson vocational qualifications is available at www.pearsonwbl.edexcel.com/qualifications-approval.

Approvals agreement

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

7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQs/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model is as described below.

Centres offering Pearson Edexcel NVQs/Competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits must reflect the centre's performance, taking account of the number:

- of assessment sites
- and throughput of learners
- and turnover of assessors
- and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a Pearson BTEC Apprenticeship framework) a single standards verifier will be allocated to verify all elements of the Pearson BTEC Apprenticeship programme. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full Pearson BTEC Apprenticeship, the same standards verifier will be allocated.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment, verification and for the specific occupational sector are being consistently met.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

For further details, please go to the *UK NVQ Quality Assurance Centre Handbook* and the *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at www.pearsonwbl.edexcel.com/NVQ-competence-based.

8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning,) that meets learners' needs. However, centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Those planning the programme should aim to address the occupational nature of the qualification by:

- engaging with learners, initially, through planned induction, and subsequently through the involvement of learners in planning for assessment opportunities
- using naturally occurring workplace activities and products to present evidence for assessment against the requirements of the qualification
- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units, as appropriate, thereby reducing the assessment burden on learners and assessors
- taking advantage of suitable digital methods to capture evidence.

9 Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to them during the delivery and assessment of the qualification. The review must take account of the information and guidance in *Section 10, Access to qualifications for learners with disabilities or specific needs*.

10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification can be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy document *Reasonable Adjustment and Special Considerations Policy for Edexcel Vocational Qualifications*.

This document is available on our website, at www.edexcel.com/Policies

11 Unit format

Units have the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Playwork Principles

Unit reference number: H/600/9500

QCF level: 2

Credit value: 3

Guided learning hours: 29

Unit aim

The aim of this unit is for learners to develop an understanding of the principles that form the foundation of working with children and young people in playwork settings. Learners will explore the need for children and young people to play and the ways in which play is an innate and biological necessity. Learners will go on to develop their understanding of the role of the playworker in supporting children and young people in being creative and developing their play environments. They will also understand the impact they have on the play space.

By the end of the unit, learners will have a good understanding of how the playwork principles relate to practice and of their own role in upholding these principles.

Essential resources

There are no special resources needed for this unit.

Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. There are no specific assessment requirements for this unit. Please refer to the overall SkillsActive assessment strategy in *Annexes C and D*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	Unit amplification
1	Understand the nature and value of play	1.1 Describe the need for children and young people to play	<ul style="list-style-type: none"> □ Development of children and young people: imagination, dexterity, physical, cognitive, emotional strength, educational and spiritual growth, social and behavioural skills □ Discover their worlds, learn about others and understand themselves and their place in the world (range of environments – indoor and outdoor) □ Development of social and emotional skills, developing and learning at their own pace
		1.2 Describe how play contributes to children and young people's development	<ul style="list-style-type: none"> □ Stages of physical development: fine and gross motor development, coordination, balance, flexibility, muscular strength □ Stages of cognitive development and the construction of thought processes: remembering, problem solving, decision making, perception, memory, language □ Stages of social and emotional development: developing and maintaining relationships, self-awareness, confidence, managing feelings and behaviours, knowledge and understanding of the world □ Creativity: development of creative thought, imagination, expression □ Language (spoken and sign), communication (verbal and non-verbal), literacy (understanding of written form), numeracy □ Examples of what sort of play activity would help balance all the areas outlined above

Learning outcomes	Assessment criteria	Unit amplification
1.3	Explain how play is a process that is “freely chosen, personally directed and intrinsically motivated”	<ul style="list-style-type: none"> <input type="checkbox"/> Definition of ‘freely chosen’, providing examples based on the child’s interests, instincts and motivations, goals <input type="checkbox"/> How the child controls how activities will proceed, the content <input type="checkbox"/> Adults role in acting as advocates
1.4	State the requirements of the UN Convention on the Rights of the Child in relation to play provision	<ul style="list-style-type: none"> <input type="checkbox"/> Key aspects of UN Convention that relate to play provision and how they may apply in practice: how child chooses play spaces, how child is encouraged to express views, opinions and attitudes <input type="checkbox"/> Inclusion, anti-discriminatory practice and equality

Learning outcomes	Assessment criteria	Unit amplification
2 Understand the role of the playworker in supporting children and young people's play	<p>2.1 Describe the role of the playworker in supporting and facilitating play</p> <p>2.2 Describe the role of the playworker as an advocate for play</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Role in creating an environment that stimulates and engages children and young people's play (indoors and outdoors) <input type="checkbox"/> Role in enriching children and young people's play spaces (resources and equipment) <input type="checkbox"/> Role in supporting and facilitating play (responding to play cues) <input type="checkbox"/> Role in ensuring children and young people's health, safety and welfare are maintained (safe environment, resources) <input type="checkbox"/> Role in creating and supporting development of play spaces for children (resources and equipment inside and outside) <input type="checkbox"/> Role in ensuring safety is maintained in play spaces whilst allowing for risk and challenge <input type="checkbox"/> Role in extending and enriching play spaces, where appropriate <input type="checkbox"/> How to recognise when to intervene and adapt play spaces <input type="checkbox"/> How to develop and maintain trusting relationships with children and young people
	2.3 Give three examples of how the playworker can support children and young people to create play spaces	<ul style="list-style-type: none"> <input type="checkbox"/> Role in providing stimulating environments (indoors and outdoors) <input type="checkbox"/> Role in providing a range of resources for children and young people to develop play spaces (natural and other materials and resources) <input type="checkbox"/> Role in making resources accessible to children and young people (including those with disabilities) so they can choose freely <input type="checkbox"/> Being available to support the child or young person if invited, to help create and offer advice on play spaces <input type="checkbox"/> Relating stories and events to children and young people to stimulate their thinking and ideas on how to develop their thoughts for play opportunities

Learning outcomes	Assessment criteria		Unit amplification
	2.4	Identify the playworker's impact on the play space	<ul style="list-style-type: none"> □ Actions: providing resources, monitoring hazards and risks, dealing with safeguarding issues, supervising children and making them feel safe, dealing with accidents and emergencies, facilitating play opportunities children cannot achieve on their own, providing children with someone to talk to about problems or issues, act as link between parents, carers, children, ensuring safety of children from strangers, professionals – concerns of child
	2.5	Give two examples of how children and young people's play can affect the playworker	<ul style="list-style-type: none"> □ Children and young people's attitudes and behaviour (depending on the personal circumstances of playworker), risks to health and safety (allowing children and young people to engage in risk and challenge, balancing risk with development) □ Deciding when it is appropriate to intervene in activities of children and young people □ Positive effects of play □ Allow reflection opportunities (own development, planning activities for children and young people to extend and expanding play opportunities)

Information for tutors

Delivery

A theoretical approach to this unit is strongly recommended, as learners need to demonstrate knowledge and understanding of the principles of playwork and the role of the playworker in supporting children and young people's play.

All learning outcomes are theoretical and can be demonstrated through various assessment tools such as assignments, written reports, presentations, discussions, observations of simulated activity, tutor-based tasks.

Learning outcome 1 requires learners to demonstrate their knowledge and understanding of the nature and value of play and how playwork practice contributes to the overall development of children and young people. Learners need to demonstrate an understanding of how the UN Convention on the Rights of the Child is reflected in play provision. A written report could be the source of evidence for this learning outcome, as would a presentation and oral discussions. Learners could also develop information leaflets for parents or other colleagues that explain the aspects of play and the requirements of the UN Convention.

For learning outcome 2, learners need to understand the role of the playworker in supporting children and young people's play. Learners need to understand the important role playworkers have in supporting and facilitating play opportunities and play spaces. A written report could be the primary source of evidence for this learning outcome as could a presentation and oral discussions. Learners could develop information leaflets that provide information to others on the role of the playworker.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

The most appropriate way to confirm coverage of all learning outcomes and assessment criteria is through centre-devised assessment materials and professional discussion. Opportunities exist for assessment to include observation, written reports, leaflets and presentations, as well as the potential for supporting witness statements to be provided.

The assessor must ensure that the learner has provided sufficient evidence to meet the requirements of each assessment criterion, but a holistic approach can be taken for each learning outcome, and potentially for the unit as a whole.

Suggested resources

Textbook

Bonel P, Lindon J, Walker M – *Good Practice in Playwork* (Nelson Thornes, 3rd Edition, 2009) ISBN: 978-1-408-50492-5

Websites

www.playengland.org.uk/	Play England
www.playfulcommunities.org.uk/default.aspx	Playful Communities
www.playscotland.org/	Play Scotland
www.playwales.org.uk/eng/playworkprinciples	Play Wales
www.skillsactive.com	SkillsActive

More resources are listed in *Annexe G*

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

Unit aim

This aim of this unit is to develop learners' knowledge, skills and understanding of the importance of establishing and maintaining effective relationships with children and young people. Learners will understand that by having a positive and effective rapport with children and young people, they are able to plan play environments that are motivating and challenging, and that keep children and young people safe from harm.

Essential resources

There are no special resources needed for this unit.

Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. There are no specific assessment requirements for this unit. Please refer to the overall SkillsActive assessment strategy in *Annexes C and D*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Understand the nature of the playworker's relationship with children and young people	<p>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</p> <p>1.2 Outline what is meant by an honest, respectful and trusting relationship with all children and young people in a play environment</p> <p>1.3 State why it is important to communicate effectively with all children and young people in a play environment</p>	<ul style="list-style-type: none"> □ The playworker's role in developing effective rapport: speech, body language, appropriate to the age/stage of development, positive effect of developing an effective rapport (giving children and young people confidence, sense of belonging, trust, sense of self-worth), being valued as an individual, having views listened to and taken seriously, likelihood of children and young people confiding in adults, learning and development □ Negative effects when effective rapport is not established: isolation, low self-esteem, lack of motivation to engage, learning and development, mistrust, not feeling valued, listened to or taken seriously, children and young people less likely to confide in adults □ How the terms 'honest', 'respectful' and 'trusting' are interpreted and applied in playwork settings to include: relationships between adults and children and young people (impact of having positive relationships and impact on children and young people in their approaches to engaging with adults and play opportunities) □ Examples of using good and bad communication skills with children and young people, how these demonstrate the importance of communicating effectively with all children and young people, how this impacts on children and young people's play and overall development

Learning outcomes	Assessment criteria	Unit amplification
1.4	Identify features of good communications with children and young people	<ul style="list-style-type: none"> □ Good communication can include: body language (eye contact, positive posture, listening skills), communication appropriate to the age/stage of children and young people, positive role modelling (social skills, behaviour, relationships and communication with children and young people and colleagues)
1.5	Outline what is meant by treating children and young people fairly	<ul style="list-style-type: none"> □ Showing the different ways and approaches the playworker can adopt: through collaboration, inclusion, responding to needs and wishes (UN Convention, family's wishes, child's needs)
1.6	Describe why it is important for the playworker to value all children and young people's individuality and differences	<ul style="list-style-type: none"> □ Individuality and differences can include: special needs, disability, culture, religion, beliefs, wishes, customs and practices, personal preferences □ Importance of valuing should cover examples of the positive and negative effects (effects on individuals, impact of own beliefs, values on working with others, impact on setting, impact on parents and carers)

Learning outcomes	Assessment criteria	Unit amplification
<p>2 Know the playworker's responsibilities for supporting a safe and challenging play environment</p>	2.1 Define the extent and limits of own responsibilities in the play environment	<ul style="list-style-type: none"> □ Own roles and responsibilities and recognition of where they should seek support from responsible people within the setting (health and safety, planning and developing of play opportunities, support from colleagues)
	2.2 Describe a playwork organisation's procedures before, during and after a session to maintain health, safety and security, including emergency procedures	<ul style="list-style-type: none"> □ Health, safety and security to include: procedures for checking equipment and environment, inside and outside, for hazards (risk assessments, recording and reporting of hazards, security of setting) those responsible for ensuring health and safety adhered to, visitors, cleaning (toilets, kitchen, play areas and equipment) □ Emergency procedures to include: awareness of procedures for evacuation of the setting, procedures for when children or young people are taken ill or have accidents, contacting parents and carers, seeking professional support (doctors, fire and rescue, police)
	2.3 Describe how to respond to the main health, safety and security hazards that may occur in play environments	<ul style="list-style-type: none"> □ Main health, safety and security hazards: resources (toys, play equipment, tables, chairs), setting (doors, access and egress points), security of setting, windows (ventilation), electrical (lighting and heating, power supplies, electric equipment) □ Responses: reporting procedures, immediate action to take (broken or damaged resources removed and reported)
	2.4 Identify examples of stimulation, risk and challenge in a play environment	<ul style="list-style-type: none"> □ Providing examples of play opportunities and activities that can stimulate thoughts and ideas of children and young people so that they can initiate and sustain play (providing basic resources and equipment) while assessing the risk and challenge
	2.5 Give reasons why stimulation, risk and challenge are important in a play environment	<ul style="list-style-type: none"> □ Show the impact on aspects of children's development: positive effects (physical development, social and emotional development), negative effects (physical developmental delay, effects on developing low self-esteem, lack of confidence to explore, fearfulness) □ Importance of children and young people having responsibility (confidence, inclusion, feeling listened to) □ Impact of risk taking: positive benefits and negative effects

Learning outcomes	Assessment criteria	Unit amplification
	<p>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</p>	<ul style="list-style-type: none"> □ Playworker's role in helping children and young people take responsibility through creating activities that develop awareness of health, safety and security (safeguarding, through use of equipment and resources) □ Awareness of expectations (rules and boundaries, safeguarding) □ Empowerment to manage own and others' risks, children and young people's rights (UN Convention)
	<p>2.7 Describe a playworker's responsibilities for tidying up, checking equipment and other resources in a play environment</p>	<ul style="list-style-type: none"> □ Appropriate resources and equipment, in a safe condition, for the age/stage of development of children and young people (risk of choking, harm) □ Resources based on the child or young person's interests (from observations) and ability (ensuring resources and environment accessible) □ Balancing risk and challenge: way of assessing and managing risk in play opportunities (observations, parents/colleagues reports, discussions with children/young people)

Learning outcomes	Assessment criteria		Unit amplification
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	<ul style="list-style-type: none"> □ Effective rapport: how the learner establishes relationships with individual and groups of children and young people (finding out about interests, dislikes), communication skills, providing resources and opportunities based on interests
	3.2	Treat children and young people in a play environment with honesty, respect, trust and fairness	<ul style="list-style-type: none"> □ Demonstration of how playworkers can model honesty, respect, trust and fairness (through modelling positive behaviour)
	3.3	Communicate with children and young people in a play environment as appropriate to their needs	<ul style="list-style-type: none"> □ Appropriate to the needs of children and young people: at a level of understanding (special needs, disability, language, culture)
	3.4	Suggest ways in which a play environment could be made more inclusive and stimulating	<ul style="list-style-type: none"> □ Provide examples using different age groups, stages of development, specific and individual needs

Learning outcomes	Assessment criteria		Unit amplification
4 Know the playworker's responsibilities for safeguarding children and young people	4.1	Define what is meant by safeguarding children and young people	<ul style="list-style-type: none"> □ Applying national policies, guidance and procedures relevant to safeguarding children and young people's welfare: Children Act 2004 Every Child Matters: Change for Children, Working Together to Safeguard Children (2013), Ofsted (Welfare requirements) □ Safeguarding children and young people can include how the playworker can ensure the child or young person is safe whilst in the setting (visitors, those working with children and young people, volunteers), safe working procedures (health and hygiene), resources appropriate for age/stage of development of children and young people (risk of choking)
	4.2	Give four examples of the different ways in which children and young people could be harmed, including by other children	<ul style="list-style-type: none"> □ Harm can include: self-harm through accidents using resources or equipment in the setting, accidents and incidents by other children and young people (throwing, items left on floors), abuse from adults or others □ Four types of harm (Working Together to Safeguard Children 2013)
	4.3	Identify who to contact when there are concerns about the welfare of children and young people	<ul style="list-style-type: none"> □ People within the setting whose concerns should be reported to, other professionals who would need to be aware
	4.4	Describe the features of a playwork organisation's safe practice code for protecting members of the staff team and volunteers	<ul style="list-style-type: none"> □ Provide information on the policies and procedures within the setting for safeguarding members of a team □ How team members and volunteers could be subject to safeguarding accusations and the procedures in place for dealing with issues □ Playworkers own responsibilities and boundaries

Information for tutors

Delivery

A practical approach is strongly recommended for learning outcomes 1, 2 and 4. Learners need to demonstrate knowledge and understanding of the playworker's relationships with children and young people, their roles and responsibilities with regard to health and safety and ensuring that children and young people are empowered to take risks and challenges, and their responsibilities for safeguarding children and young people. A written report could be a source of evidence for this learning outcome as would a presentation or information leaflets illustrating each of these aspects to others (i.e. colleagues/parents). Simulated activity and tutor-based tasks can also be used.

Learning outcome 1 requires learners to demonstrate the importance of establishing and maintaining effective relationships with children and young people and how they can promote individuality. A written report would be a source of evidence for this learning outcome, as would a presentation or information leaflet presented to others.

For learning outcome 2, learners need to identify their roles and responsibilities in supporting children and young people's play environments through knowledge and understanding of the health, safety and security hazards present in the setting. A written report would be a source of evidence for this learning outcome, as would a presentation or information leaflets for others.

Learning outcome 3 requires learners to demonstrate how they contribute to creating an inclusive and stimulating play environment. Reflective accounts, witness testimony and written reports would be a source of evidence for this learning outcome, as learners need to show how they develop their practice using other areas of knowledge gained in this unit.

Learning outcome 4 is theoretical and learners need to demonstrate their understanding of the types, signs and symptoms of abuse. A written report based on case study scenarios would be a source of evidence for this learning outcome, as would a presentation and information leaflets for others showing an awareness of the types of abuse and how to recognise possible signs.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

The most appropriate way to confirm coverage of all learning outcomes and assessment criteria is through centre-devised assessment materials and professional discussion. Opportunities exist for assessment to include observation, written reports, evidence of reflection on practice taking place, leaflets, case studies and presentations, as well as the potential for supporting witness statements to be provided.

The assessor must ensure that the learner has provided sufficient evidence to meet the requirements of each assessment criterion, but a holistic approach can be taken for each learning outcome, and potentially for the unit as a whole.

Suggested resources

Textbooks

Bonel P, Lindon J, Walker M – *Good Practice in Playwork* (Nelson Thornes, 3rd Edition, 2009) ISBN: 978-1-408-50492-5

Broadhead P, Burt A – *Understanding Young Children’s Learning Through Play: Building Playful Pedagogies* (Routledge, 2011) ISBN: 978-0-415-61428-3

SkillsActive Ltd – *The Pocket Guide to Playwork* (SkillsActive, 2012) Code: SASDOC-01

Websites

www.hse.gov.uk	Health and Safety Executive
www.nspcc.org	National Society for the Protection of Children (NSPCC)
www.playengland.org.uk/	Play England
www.playfulcommunities.org.uk/default.aspx	Playful Communities
www.playscotland.org/	Play Scotland
www.playwales.org.uk/eng/playworkprinciples	Play Wales
www.playwork.co.uk	Playwork Partnerships

More resources are listed in *Annexe G*

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

Unit aim

The aim of this unit is for learners to develop their knowledge and understanding of the nature of play in the playwork sector.

First, learners will develop their understanding of what is meant by 'freely chosen, self-directed play' and the elements that make up a play cycle. Learners will use this knowledge to develop their skills in supporting children and young people in play spaces and working collaboratively with team members to support play.

By the end of the unit, learners will be able to reflect on the knowledge and skills they have developed and identify key aspects of learning.

Essential resources

There are no special resources needed for this unit.

Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. There are no specific assessment requirements for this unit. Please refer to the overall SkillsActive assessment strategy in *Annexes C* and *D*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	Unit amplification
1	Understand the nature of freely chosen, self-directed play	1.1 Outline the characteristics of freely chosen, self-directed play	<ul style="list-style-type: none"> □ Definition of freely chosen, self-directed play (adult involvement, access to resources by children, consideration of children with special needs, disabilities)
		1.2 Give examples of five play types commonly accepted by the playwork sector	<ul style="list-style-type: none"> □ Definition of a play type □ Definition of each of the five play types chosen with examples of the typical characteristics of each play type □ Resources or equipment that would help support play types (creative play allows deeper awareness and making new connections using materials and resources, art, craft, science)
		1.3 Describe what is meant by a play cue	<ul style="list-style-type: none"> □ Definition of a play cue □ Examples of verbal and non-verbal language (facial expressions, postures and gestures) that express child or young person's wish to engage or invite others into play/activities
		1.4 Describe the main stages of the play cycle	<ul style="list-style-type: none"> □ Main stages of play cycle illustration of how a child or young person initiates full flow of play from first cue, return and further development to a point where play is complete (metatude, cue, return, frame, flow, annihilation, adulteration, dysplay) □ Playworker's role in supporting children and young people through the play cycle

Learning outcomes	Assessment criteria	Unit amplification
	1.5 Describe when playwork interventions may and may not be appropriate	<ul style="list-style-type: none"> <input type="checkbox"/> Definition of playwork intervention <input type="checkbox"/> When intervention may be appropriate (where perceived to enhance children and young person's experience), with examples <input type="checkbox"/> When intervention may not be appropriate (allowing children and young people to experience all aspects of activity where safe to do so), with examples <input type="checkbox"/> Appropriateness of intervention: should consider the impact on children and young people's play, development, practice

Learning outcomes	Assessment criteria	Unit amplification
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	<ul style="list-style-type: none"> □ Loose parts: items and materials, inside and outside the setting, that children and young people can adapt, control, change, use initiative and imagination (sand pit, water, ropes, tyres, boxes, blankets, paper, stones, buckets, play clothes) □ Learners should set up environments using loose parts, giving reasons why these support children and young people's play
	2.2 Give attention to children and young people's play whilst being sensitive to own impact on the play space	<ul style="list-style-type: none"> □ Attention to children and young people: facilitating play and acting as advocate, responding to play cues, recognition of own presence in children and young people's play activities (allowing privacy whilst maintaining a safe environment, allowing children and young people to play freely and intervening appropriately to extend play)
	2.3 Identify play cues and returns	<ul style="list-style-type: none"> □ Definition of play cues, with examples □ Definition of returns, with examples (verbal and non-verbal, gestures, facial expressions, body language)
	2.4 Provide playful responses to play cues	<ul style="list-style-type: none"> □ Definition of playful responses (Bateson 1972, Sutton-Smith 2003) □ Examples of playworker's playful responses to play cues
	2.5 Work as a team member when supporting children and young people's play	<ul style="list-style-type: none"> □ Team member: working collaboratively with others (sharing observations, planning, developing and setting up play spaces, supporting team members, maintaining a consistent approach to supporting children and young people's play)

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to reflect on own playwork practice	3.1	State the importance of reflecting on own playwork practice	<ul style="list-style-type: none"> □ Importance to cover areas of own personal professional development, how reflection impacts on practice and provision □ How reflection can expand and extend learning and knowledge in specific areas □ How reflection can develop and set own career aspirations and targets
		3.2	Reflect on own playwork practice	<ul style="list-style-type: none"> □ Personal goals and aspirations that the learner has and wants to achieve on a personal level: attaining a non-career qualification, charity work etc □ Career goals relating to current job role and future progression: short, medium and long term goals □ Use of tools to help identify strengths and weaknesses and career and personal goals: use of SMART (Specific, Measurable, Achievable, Realistic and Timebound) targets, use of SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis
		3.3	Identify key learning points from own reflections	<ul style="list-style-type: none"> □ Key learning points can be how current knowledge fits with work role and objectives, future needs and aspirations, how reflection can support future career and other goals

Information for tutors

Delivery

A theoretical and practical approach to this unit is strongly recommended, as learners need to demonstrate their knowledge and understanding of the characteristics of freely chosen, self-directed play and how to set up environments and support children and young people's play spaces. Learners need to reflect on their practice and identify key learning from this unit. All learning outcomes can be achieved through written reports, reflective accounts, presentations, information leaflets and witness testimony.

Learning outcome 1 requires learners to demonstrate their knowledge and understanding of the nature of freely chosen, self-directed play. Learners need to identify the key characteristics of aspects of play in playwork practice. A written report could be a source of evidence for this learning outcome as could a presentation or information leaflet for others.

For learning outcome 2, learners need to be able to set up environments, support children and young people's play, and identify and respond to play cues. Witness testimony and reflective accounts, that comment on the learner's practice when working within a playwork setting supporting children and young people in play spaces, are the primary sources of evidence for this learning outcome.

Learning outcome 3 requires learners to understand the importance of reflecting on own practice and to reflect on key aspects of own practice and learning developed in this unit. A written report would be a source of evidence for this unit, supplemented with reflective accounts and witness testimony as would a presentation to an audience providing information on reflection that includes examples of the learner's own experiences.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

The most appropriate way to confirm coverage of all learning outcomes and assessment criteria is through centre-devised assessment materials and professional discussion. Opportunities exist for assessment to include observation, preparation of a personal development plan, evidence of reflection on practice taking place, written reports, leaflets and presentations, as well as the potential for supporting witness statements to be provided.

The assessor must ensure that the learner has provided sufficient evidence to meet the requirements of each assessment criterion, but a holistic approach can be taken for each learning outcome, and potentially for the unit as a whole.

Suggested resources

Textbook

Bonel P, Lindon J, Walker M – *Good Practice in Playwork* (Nelson Thornes, 3rd Edition, 2009) ISBN: 978-1-408-50492-5

Websites

www.playeducation.com	Play Education
www.playengland.org.uk/	Play England
www.playfulcommunities.org.uk/default.aspx	Playful Communities
www.playscotland.org/	Play Scotland
www.playwales.org.uk/eng/playworkprinciples	Play Wales
www.playwork.co.uk	Playwork Partnerships
www.skillsactive.com	SkillsActive

Other

Sturrock G, Else P – *The Playground as Therapeutic Space: Playwork as Healing (The Colorado Paper)* (1998), Available from: <http://ludemos.co.uk>

More resources are listed in *Annexe G*

Unit 4: Relationships in the Play Environment

Unit reference number: L/600/9507

QCF level: 2

Credit value: 4

Guided learning hours: 35

Unit aim

The aim of this unit is to develop learners' knowledge of and skills in building and maintaining relationships with children and young people. Learners will develop a good understanding of the ways in which they can relate to children and young people and how they can communicate to ensure they model positive behaviour and language that develops trusting and warm relationships. Learners will go on to learn the importance of communicating effectively with children and young people, taking into account their stage of language and communication development as well as supporting them through transitions. By the end of this unit, learners will have developed effective skills that will enable them to form positive relationships with children, young people and adults.

Essential resources

There are no special resources needed for this unit.

Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. There are no specific assessment requirements for this unit. Please refer to the overall SkillsActive assessment strategy in *Annexes C and D*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	Unit amplification
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	<ul style="list-style-type: none"> <input type="checkbox"/> Ways of relating may include the language used by the learner (level of understanding for child or young person's stage of development, individual needs) <input type="checkbox"/> Body language could include gestures, facial expressions, body posture, intonation <input type="checkbox"/> To establish relationships with children and young people, learners need to consider how they develop a sense of trust and mutual respect and co-operation
		1.2 Give four examples each of 'appropriate' and 'inappropriate' behaviour by a playworker	<ul style="list-style-type: none"> <input type="checkbox"/> Body language displayed by the individual: posture, facial expressions etc <input type="checkbox"/> Modelling behaviours: sharing, listening, interrupting/intervening etc <input type="checkbox"/> Verbal and non-verbal communication: acceptable and unacceptable language, gestures etc <input type="checkbox"/> Behaviours that may discriminate: on grounds of race, colour, religion, beliefs, disabilities, specific needs etc
		1.3 Give four examples of anti-discriminatory practice in a playworker's relationships with children and young people	<ul style="list-style-type: none"> <input type="checkbox"/> Diversity and the valuing of all differences is shown in practice: identities, cultures, religions, abilities etc <input type="checkbox"/> Self-esteem: the importance of children and young people having responsibility, inclusion, feeling listened to <input type="checkbox"/> Group identity is encouraged: children and young people are valued and develop a sense of belonging

Learning outcomes	Assessment criteria	Unit amplification
	1.4 Give four examples of inclusive practice in a playworker's relationship with children and young people	<ul style="list-style-type: none"> □ Playworkers may consider how they ensure that all children and young people are included in provision and how they can develop an environment that is inclusive and does not discriminate against individuals (behaviours, language, resources and activities)
	1.5 Give four examples of when it is important to focus on an individual child/young person rather than a group as a whole	<ul style="list-style-type: none"> □ Examples may include those which risk the health, safety or welfare of children or young people, risk of harm to others, children needing one-to-one support (special needs, disability, understanding), focused activities (specific interests, motivating and developing confidence and self-esteem)
	1.6 Give three examples of how the playworker can interact with all children and young people to support their thinking and learning	<ul style="list-style-type: none"> □ Thinking and learning activities may be those that develop problem solving skills: numeracy etc □ Cognition: memory, questioning etc □ Language and communication: reading, writing, spoken word etc □ Alternative communication strategies: sign language, gestures and non verbal communication etc □ Social and emotional: resilience, confidence, self-esteem etc

Learning outcomes	Assessment criteria	Unit amplification
2	<p>2.1 Understand the principles of communicating with children and young people</p> <p>Describe how the different stages of child development affect the way children and young people communicate</p> <p>2.2 Explain why communication should be a two-way process</p> <p>2.3 Give three examples of different methods of communicating with children and young people</p> <p>2.4 Describe what is meant by actively listening to children and young people</p> <p>2.5 Outline the importance of making sure children and young people have understood what is being communicated</p>	<p>Different stages of child development: birth to 2 years, 2 to 5 years, 5 to 8 years, 8 years+</p> <p>Communication may include verbal and non-verbal language (gestures, facial expressions, body language)</p> <p>Learners need an understanding of how at each stage of development children's communication skills change: 0-2 years babbles and sounds, 5-6 years sentences etc</p> <p>How effective communication relies on two people, level of understanding and reciprocity, how communication develops trust, confidence, values individual contributions (UN Convention on the Rights of the Child)</p> <p>Communication creates a feeling of respect, understanding of individual needs</p> <p>Communication helps to create a team and collaborative atmosphere</p> <p>Learners need to provide examples of communication and describe how these may be used in different situations</p> <p>How each communication method can promote confidence, respect and ensure understanding</p> <p>Ways of actively listening could include body language, verbal and non-verbal forms of communication</p> <p>Learners should consider their own and other's language, behaviour and body language and how they impact on promoting confidence and self-esteem</p> <p>Learners should consider how what is communicated can affect children and young people's behaviour</p> <p>How to ensure communications are understood: repeating, questioning, observing reactions etc</p>

Learning outcomes	Assessment criteria	Unit amplification
	<p>2.6 Outline why it is important for children and young people to be able to ask questions, offer ideas and make suggestions</p> <p>2.7 Describe how to address communication challenges for children and young people with specific needs</p>	<ul style="list-style-type: none"> □ Learners may consider the UN Convention on the Rights of the Child and their own role in upholding the Playwork Principles □ Learners should understand the impact of not allowing children and young people to communicate their ideas, questions and suggestions: impact on confidence and self esteem □ Communication challenges: level of understanding (age/stage), sight and hearing impairments, English not first language, noisy environments □ Alternative ways in which they can help children and young people understand what is being communicated

Learning outcomes	Assessment criteria	Unit amplification
3 Understand how to support relationships between children and young people and others in the play environment	<p>3.1 Outline how children and young people relate to others at different stages of their development</p> <p>3.2 Describe how play can help children and young people to develop relationships</p> <p>3.3 Describe the purpose and value of group agreements with and between children and young people</p> <p>3.4 Outline what is meant by 'individuality', 'diversity' and 'difference' as applied to people</p> <p>3.5 Outline why it is important for children and young people to appreciate individuality, diversity and difference in other people</p>	<ul style="list-style-type: none"> □ Learners should draw on knowledge of child development to understand how children and young people relate to others (solitary/solo play, paired play, processes of identify formation, friendships across gender) □ Different play activities and spaces that encourage children and young people to play together, and provide examples across different age ranges □ How different aspects of play and the Playwork Principles develop children and young people's confidence and self-esteem and how this supports them in developing relationships with others □ Purpose of group agreements: to enforce rules for social practices, rules for games, health, safety and safeguarding □ Value of group agreements: adherence to legislation and policy, social norms, promoting rights, ensuring healthy development □ Learners should provide examples that demonstrate understanding of terms and apply them to children and young people as well as colleagues and other adults □ Individuality: specific needs, preferences, values and beliefs □ Diversity: acceptance and respect □ Difference: uniqueness, individual differences (race, ethnicity, gender, sexual orientation, socio-economic status, age) □ Learners should draw on knowledge gained in this unit, the Playwork Principles and practice to illustrate the importance of individuality, diversity and difference □ Possible negative and positive impact on other people □ Possible negative and positive impact on children and young people's behaviour and attitudes in the future

Learning outcomes	Assessment criteria	Unit amplification
	3.6 Outline why it is important for children and young people to understand other people's feelings and points of view	<ul style="list-style-type: none"> □ Examples may include how understanding helps develop positive attitudes and behaviours, avoids conflict, discrimination, develops self-esteem and confidence, trust and co-operation
	3.7 Outline why it is important for children and young people to be able to resolve conflict for themselves	<ul style="list-style-type: none"> □ Examples can draw on the Playwork Principles and child development to illustrate the benefits of allowing children and young people to resolve conflict, including the playworkers role in intervening where necessary □ Conflict: arguments between children or young people, physical acts of violence, bullying or teasing
	3.8 Describe what support children and young people may require from a playworker when conflict arises	<ul style="list-style-type: none"> □ Learners should provide examples from practical situations to show the different types of support the playworker may use (physical support, verbal interaction, negotiation, distraction)
	3.9 Identify when it is appropriate to provide support to children and young people when conflict arises	<ul style="list-style-type: none"> □ Learners should draw on legislation, policies and procedures and the Playwork Principles to provide appropriate examples

Learning outcomes	Assessment criteria		Unit amplification
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	<ul style="list-style-type: none"> □ Types of transitions: moving within a school, new schools, new locations, personal transitions (divorce, separation, employment, bereavement, biological and physical transitions)
	4.2	Outline how transitions may affect children and young people's behaviour and relationships with others	<ul style="list-style-type: none"> □ Learners may draw on examples of types of transition to show how children and young people's behaviour and relationships may be affected □ Types of behaviour: verbal (aggressive/passive), non-verbal (physical/withdrawn), trust/mistrust
	4.3	Describe how a playworker can offer to support children and young people who are experiencing transitions	<ul style="list-style-type: none"> □ Types of support: communicating at their level, showing empathy, understanding, providing activities and opportunities to support transition, buddies, observations

Information for tutors

Delivery

A theoretical and a practical approach to this unit are strongly recommended, as learners will need to demonstrate their knowledge, skills and understanding of how they develop and maintain positive relationships with children and young people. All learning outcomes can be achieved using various assessment methods, including written reports, reflective accounts and presentations. In addition, case studies can be utilised with set scenarios.

Learning outcome 1 requires learners to demonstrate how to develop effective relationships with children and young people and identify ways in which they can develop their skills in modelling appropriate behaviour, inclusive and anti-discriminatory practice. A written report would be the primary source of evidence for this learning outcome, which could be supplemented with reflective journals and witness testimony based on the learner's practice with children and young people. Learners could also achieve this learning outcome through a case study approach using different scenarios set by the tutor.

For learning outcome 2, learners need to understand the different stages of child development and how the playworker needs to adapt the ways in which they communicate to ensure they are understood and that children and young people feel included in the communication. A written report could be the primary source of evidence for this learning outcome as could presentations to an audience of colleagues. The report or presentation could illustrate the stages of communication development and how to relate to children and young people effectively.

Learning outcome 3 requires learners to understand how they would support children and young people in developing relationships with others. Learners need to demonstrate an awareness that different ages and stages of development will affect how children and young people form relationships and respect individuality and diversity, and of how to allow children to resolve conflict on their own. A written report or presentation would be the primary source of evidence for this learning outcome, which could be supplemented with leaflets or a presentation to parents/colleagues.

For learning outcome 4, learners need to understand the different types of transition that may affect children and young people's healthy development and how they can provide support for transitions. A written report or electronic presentation would be the primary source of evidence for this learning outcome, which could be supplemented with leaflets or a presentation to parents/colleagues.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

The most appropriate way to confirm coverage of all learning outcomes and assessment criteria is through centre-devised assessment materials and professional discussion. Opportunities exist for assessment to include observation, written reports, leaflets and presentations, as well as the potential for supporting witness statements to be provided.

The assessor must ensure that the learner has provided sufficient evidence to meet the requirements of each assessment criterion, but a holistic approach can be taken for each learning outcome and potentially for the unit as a whole.

Assessment will be in the form of written reports, presentations, leaflets and discussions.

Suggested resources

Textbooks

Bonel P, Lindon J, Walker M – *Good Practice in Playwork* (Nelson Thornes, 3rd Edition, 2009) ISBN: 978-1-408-50492-5

Broadhead P, Burt A – *Understanding Young Children's Learning Through Play: Building Playful Pedagogies* (Routledge, 2011) ISBN: 978-0-415-61428-3

Meggitt C – *Child Development: An Illustrated Guide* (Heinemann, 2nd Edition, 2006) ISBN: 978-0-435-42048-2

Millam R – *Anti-Discriminatory Practice: A Guide for Workers in Childcare and Education (Practical Childcare)* (Continuum International Publishing Group Ltd, 2nd Edition, 2002) ISBN: 978-0-826-45476-8

SkillsActive Ltd – *The Pocket Guide to Playwork* (SkillsActive, 2012) Code: SASDOC-01

Websites

www.playengland.org.uk/	Play England
www.playfulcommunities.org.uk/default.aspx	Playful Communities
www.playscotland.org/	Play Scotland
www.playwales.org.uk/eng/playworkprinciples	Play Wales
www.playwork.co.uk	Playwork Partnerships
www.skillsactive.com	SkillsActive

More resources are listed in Annexe G

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

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of health and safety in a work environment.

Learners will learn about the essential aspects of health and safety in order to keep themselves and others safe from harm whilst not restricting children's play opportunities. Learners will understand how to manage risk, appropriate to the age and stage of development of children and young people, and how to balance the risks against benefits to children's stimulation and challenge. They will be introduced to the types of hazard that need to be managed in a play environment as well as being able to recognise and follow procedures in the event of accidents, injuries and other emergencies.

By the end of the unit, learners will have developed a good understanding of the importance of their role in ensuring the health and safety of children and young people.

Essential resources

There are no special resources needed for this unit.

Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. There are no specific assessment requirements for this unit. Please refer to the overall SkillsActive assessment strategy in *Annexes C and D*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Know how to balance challenge and risk with health and safety requirements in the play environment	<p>1.1 Describe the main legal requirements for health, safety and welfare that apply to the playworker</p> <p>1.2 Describe how to balance risk and challenge against requirements for health and safety taking account of children and young people's</p> <ul style="list-style-type: none"> • Development • Personal interest • Ability <p>1.3 Give four examples of the types of play and other behaviour that may cause unacceptable levels of risk</p> <p>1.4 Describe the process of assessing and managing risk in the play environment</p>	<ul style="list-style-type: none"> □ Main statutory legislation and frameworks governing health, safety and welfare: e.g. Health and Safety at Work Act 1974, Children Act 1989, Workplace (Health, Safety and Welfare) Regulations 1992 □ Local regulatory frameworks from the local authority, setting's policies and procedures (induction framework, policy documents) □ How knowledge of children and young people's development, interests and abilities can aid effective planning of safe play opportunities □ Appropriate resources and equipment for the age/stage of development (risk of choking, harm) □ Resources based on child's interests (from observations of children) and ability (ensuring resources and environment accessible) □ Balancing risk and challenge: way of assessing and managing risk in play opportunities (observations, parents/colleagues reports, discussions with children) □ Types of play: indoor and outdoor activities (rough and tumble, team sports and other collaborative activities, pretend play, bike riding, water activities, trips outside setting) □ Types of behaviour: over confidence, excess energy levels (hyperactivity), distraction (not paying attention, ignoring essential information, fearful/fearlessness, irrational behaviour (showing off)) □ Use of different models to assess levels of risk: 5-step risk assessment, acceptable/unacceptable, risk-benefit analysis, action planning, determining levels of risk against benefits

Learning outcomes	Assessment criteria	Unit amplification
	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 	<ul style="list-style-type: none"> □ Hazards associated with equipment: tables and chairs etc □ Hazards associated with resources: toys, clothing, bikes, art and craft materials etc □ Hazards associated with outside the premises: visits to places outside the setting etc □ Learners need to assess the risks that they would be able to manage and those they would need to report, providing reasons for their choice

Learning outcomes	Assessment criteria	Unit amplification
<p>2 Know how to assist children and young people to manage risk for themselves</p>	<p>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</p>	<ul style="list-style-type: none"> □ The importance of children and young people having responsibility: confidence, inclusion, feeling listened to etc □ The awareness of expectations: rules and boundaries, safeguarding □ The empowerment to manage own and other's risks, children and young people's rights (UN Convention) □ Impact of taking responsibility: positive benefits and negative effects
	<p>2.2 Describe how the playworker can help children and young people to take responsibility for health, safety and security</p>	<ul style="list-style-type: none"> □ Playworker's role in helping children and young people take responsibility through collaborative activities: setting rules and boundaries □ Playworker's role in helping children and young people take responsibility through modelling positive behaviour: language, gestures and behaviour □ Playworker's role in helping children and young people take responsibility through creating activities that develop awareness of health, safety and security: safeguarding, through use of equipment and resources □ Examples can be provided on how the playworker can help: collaborative activities (setting rules and boundaries)
	<p>2.3 Outline how children and young people's level of development affects their ability to manage risk</p>	<ul style="list-style-type: none"> □ Level of development: ability according to age and stage of development, specific needs, physical development (grasping, reaching, climbing, using resources and equipment) □ Types of risk: from activities, physical, emotional, strangers, behaviour, environmental
	<p>2.4 Give three examples of the specific requirements of disabled children and young people in relation to managing risk</p>	<ul style="list-style-type: none"> □ Learners may provide examples of specific disabilities and the types of risk they may encounter and how they can be supported in managing these risks □ Disabilities: physical (limb disability, dexterity, in born or acquired through age, accident or disease), sensory impairment (sight and hearing), cognitive or learning disabilities (dyslexia, autism, speech, Asperger's)

Learning outcomes	Assessment criteria	Unit amplification
3	<p>Be able to respond to hazards in the play environment</p> <p>3.1 Identify one example of each of the following types of hazards in a play environment:</p> <ul style="list-style-type: none"> • Physical • Emotional • Behavioural • Environmental <p>3.2 Assess the risks presented by physical, emotional, behavioural and environmental hazards in a play environment</p> <p>3.3 Follow an organisation's procedures to manage the risks presented by hazards in a play environment in the following ways:</p> <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 	<ul style="list-style-type: none"> □ Learners should identify the types of hazards inside and outside the playwork setting □ Physical hazards that could cause harm: broken glass, debris, faulty equipment, traffic □ Emotional hazards: behaviour of children and young people that affects the way they play or behave with others (fear, anger, excitement, boredom) □ Behaviours: showing off, excluding, excitement, dominating □ Environmental: animals, light, earth, water, freak weather □ Learners should assess risks in a manner that is sensitive to the needs of children and young people involved □ Procedure for assessing risks should be adopted: assessing potential harm, outcomes and possible benefits and ways to mitigate or remove risk □ Supporting children and young people: ways to communicate risk to children and young people appropriately, how to raise awareness of risks and enable children and young people to manage own risk where appropriate □ Dealing with the hazard: knowing when it is appropriate to intervene, appropriate levels of risk according to policies and procedures, ensuring health and safety of all involved □ Reporting the hazard: procedures for reporting, nominated health and safety representative, completing documentation, identifying witnesses

Learning outcomes	Assessment criteria		Unit amplification
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	<ul style="list-style-type: none"> □ Learners should provide examples of injuries that can happen in the inside and outside environment of a play setting: misuse of resources and equipment (scissors, knives), accidents and incidents (slipping, tripping, falling) □ Learners should provide examples of how these types of injury can occur: e.g. slipping from water spillage
	4.2	Give two examples of the common types of illnesses that can occur in the play environment	<ul style="list-style-type: none"> □ Learners should provide examples of illnesses and identify those that are contagious and those that are not. □ Symptoms and possible treatments for common illnesses
	4.3	Describe the procedures a playworker should follow in response to injuries and illnesses	<ul style="list-style-type: none"> □ Learners should follow their organisation's policies and procedures on how to respond: observing, recording, taking immediate appropriate action, supporting the child or young person, getting assistance from nominated first-aider, reporting, witnesses
	4.4	Describe the role of a nominated first-aider in a play environment	<ul style="list-style-type: none"> □ Role of first-aider: responsibilities, extent of role and responsibilities, types of accident, incident and injury they can deal with and those that would need professional intervention (emergency services)

Learning outcomes	Assessment criteria		Unit amplification
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	<ul style="list-style-type: none"> □ Emergencies: security breaches, unwelcome visitors, health and safety instances requiring emergency services
	5.2	Describe the procedures to follow for three different types of emergencies that may occur in play environments	<ul style="list-style-type: none"> □ Procedures may include the types of emergency, the policy and procedures for dealing with each emergency (immediate action, reporting and recording information, responsibilities of nominated person)
	5.3	Outline why it is important to remain calm and communicate clearly with people during an emergency	<ul style="list-style-type: none"> □ Learners should understand the impact of remaining calm (to ensure others do not become anxious or afraid) and the way to communicate clearly to people during an emergency (intonation, level of understanding) and how this could impact on other people's safety

Information for tutors

Delivery

A predominantly theoretical approach to this unit is strongly recommended, as learners need to demonstrate knowledge and understanding of their role and responsibilities in ensuring children and young people's health, safety and security. There are aspects of this unit that can have a practical element and can be demonstrated through using various assessment tools such as risk assessments, witness testimonies and feedback on working practice. In addition, simulated activity and tutor-based case scenarios can be used.

Learning outcome 1 requires learners to demonstrate their knowledge of the main pieces of legislation that govern their practice in playwork settings. Learners need to demonstrate a firm understanding of their role in ensuring health, safety and welfare requirements are met. Learners need to understand how to give children and young people opportunities to take risks and challenges whilst following the health and safety requirements of the setting and wider legislation. A written report based on case scenarios would be the primary source of evidence for this learning outcome, as would the use of information leaflets prepared by learners for presentation to colleagues.

For learning outcome 2, learners need to know how to create opportunities for children and young people to gain an awareness of how they might manage their own risk. Learners should be able to understand the importance of ensuring that risk is managed at the children and young people's level of development and understanding. A written report would be the primary source of evidence for this learning outcome, which can be based on case study scenarios.

Learning outcome 3 requires learners to know how to respond to hazards within the play environment and how to assess and follow prescribed procedures for dealing with hazards effectively. Learners need to show that they can support children and young people in managing hazards so that they can balance risk with the benefits of stimulation and challenge. A written report or presentation would be the primary source of evidence for this learning outcome, which can be based on case study scenarios. The report can be supplemented with information leaflets for colleagues and parents.

For learning outcome 4, learners need to provide examples of common types of injury and illness that can occur in a play environment and the roles and responsibilities of nominated persons dealing with these situations. Learners should know the organisational procedures they should follow in dealing with and reporting injuries and illnesses. Information leaflets for colleagues and parents would be the primary source of evidence for this learning outcome. Information should include organisational policies and procedures and how this information is communicated to colleagues and parents.

Learning outcome 5 requires learners to know how they should respond to other emergencies in the setting, for example responding to a fire alarm. Learners need to show that they understand the importance of remaining calm and ensuring all communication with others is clear and understandable. A presentation could be a primary source of evidence for this learning outcome, as would development of leaflets providing information for colleagues.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

The most appropriate way to confirm coverage of all learning outcomes and assessment criteria is through centre-devised assessment materials and professional discussion. Opportunities exist for assessment to include observation, written reports, leaflets and presentations, as well as the potential for supporting witness statements to be provided.

The assessor must ensure that the learner has provided sufficient evidence to meet the requirements of each assessment criterion, but a holistic approach can be taken for each learning outcome, and potentially for the unit as a whole.

Suggested resources

Textbooks

Bonel P, Lindon J, Walker M – *Good Practice in Playwork* (Nelson Thornes, 3rd Edition, 2009) ISBN: 978-1-40850-492-5

Broadhead P, Burt A – *Understanding Young Children’s Learning Through Play: Building Playful Pedagogies* (Routledge, 2011) ISBN: 978-0-415-61428-3

SkillsActive Ltd – *The Pocket Guide to Playwork* (SkillsActive, 2012) Code: SASDOC-01

Websites

www.hse.gov.uk	Health and Safety Executive
www.playfulcommunities.org.uk/default.aspx	Playful Communities
www.playwork.co.uk	Playwork Partnerships

More resources are listed in *Annexe G*

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: 25

Unit aim

The aim of this unit is for learners to develop the essential knowledge and understanding of how to ensure the safety of children and young people in their care. Learners will learn about the key national and local policies and guidance that inform their working practice. Learners will develop an understanding of the different types of abuse, how to identify possible signs or indicators of abuse and how to ensure children and young people's welfare and personal needs are met. This unit is essential for anyone working with children and young people to ensure that they work providing the best quality care for children and young people and keep them safe from harm.

Essential resources

There are no special resources needed for this unit.

Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. There are no specific assessment requirements for this unit. Please refer to the overall SkillsActive assessment strategy in *Annexes C and D*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	Unit amplification
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	<ul style="list-style-type: none"> □ National policies should include key legislation: Children Act 2004, Every Child Matters: Change for Children, Working Together to Safeguard Children (2013), Ofsted Welfare Requirements or equivalent in home country
		1.2 Outline local policies, procedures and guidance in relation to safeguarding	<ul style="list-style-type: none"> □ Local regulatory frameworks from the local authority, setting's policies and procedures □ Local Safeguarding Children Board guidance (or equivalent in home country)
		1.3 Describe the playworker's responsibilities in relation to national and local policies, procedures and guidance for safeguarding children and young people	<ul style="list-style-type: none"> □ Learners should describe their own role and responsibilities through: how legislation and regulation informs policies and practice (induction, procedures for reporting, procedures to ensure own safety when working with children and young people, whistle blowing, encouraging and maintaining protective environment)

Learning outcomes	Assessment criteria	Unit amplification
2 Know about the different forms of abuse that can affect children and young people	<p>2.1 Describe what is meant by the four types of abuse that can affect children and young people</p> <ul style="list-style-type: none"> • Physical • Emotional • Sexual • Neglect <p>2.2 Give one example of when bullying may constitute abuse</p> <p>2.3 Identify four signs or indicators for each of the following types of abuse:</p> <ul style="list-style-type: none"> • Physical • Emotional • Sexual • Neglect <p>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</p>	<p>□ Learners should describe the types of abuse (physical, emotional, sexual and neglect) and the key features that constitute each type of abuse (e.g. physical involves hitting, smacking, throwing)</p> <p>□ Examples can include physical and mental bullying, bullying from adults or other children/young people (e.g. young person pressurising less confident peer to take part in an activity)</p> <p>□ Learners can draw on the characteristics of abuse provided for assessment criterion 2.1 and provide further example of how they could recognise each type of abuse</p> <p>□ Learners should provide examples of how signs of abuse may not be obvious and the importance of observing other forms of expression through play (involvement or isolation), artwork (models, paintings and drawings, writing), relationships (interactions, flinching, shyness, withdrawn, not responding, changes in friendships)</p>

Learning outcomes	Assessment criteria	Unit amplification
3 Know how to respond to concerns about children and young people's welfare	<p>3.1 Describe how to observe and record concerns about possible abuse distinguishing between:</p> <ul style="list-style-type: none"> • Observation • Facts • Information gained from others • Opinion <p>3.2 Explain the necessity of information sharing between individuals and between organisations in relation to children and young people's welfare</p> <p>3.3 Identify assessment frameworks or guidelines designed to safeguard the welfare of children and young people</p> <p>3.4 Identify where to get advice, support and further information on issues to do with safeguarding children's welfare</p>	<ul style="list-style-type: none"> □ Learners should describe the ways that observations can be recorded and the details that should be included, they should understand the importance of recording accurate information and how they should record information gained from others (colleagues, parents, other children or young people) □ Learners should distinguish between fact (objective) and opinion (subjective) and how this impacts on the validity of records of possible abuse □ Information sharing between individuals: colleagues, managers, nominated safeguarding officer, parents, other children and young people □ Information sharing between organisations: police, local authority, social services, other settings (schools), GP, other medical professionals □ Learners should understand when it is necessary to share information between these individuals and organisations and when it is not □ Learners should understand the importance of confidentiality and 'need to know' basis □ Assessment frameworks/guidelines: legislation, regulation and guidance produced by government agencies (Ofsted), local assessment frameworks, assessment strategies for playwork practice □ Learners should know where to source information: internet, managers, local authorities, government websites, social services, police, safeguarding officer etc □ Learners should understand the types of advice and support and further information that can be provided by organisations and professionals

Learning outcomes	Assessment criteria	Unit amplification
	3.5 Explain how assumptions, attitudes and discrimination can influence practice in relation to safeguarding children and young people	<ul style="list-style-type: none"> □ Assumptions, attitudes and discrimination: stereotyping (gender, ability, race, ethnicity, own background, beliefs, values, bullying) □ Learners need to draw on a number of examples to illustrate how they can influence their own and other's practice working with 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	<ul style="list-style-type: none"> □ Learners may draw on examples to show how children and young people can become vulnerable to abuse, withdraw from activities, become isolated, lose confidence and self-esteem □ Learners can identify how children and young people can be prevented from equality of opportunity (participate in activities and play opportunities, have relationships with others)

Learning outcomes	Assessment criteria		Unit amplification
4 Know how to maintain the welfare of children and young people in the play environment	4.1	Describe how and when to intervene when children or young people's personal hygiene is interfering with them playing with others	<ul style="list-style-type: none"> □ Types of intervention: talking directly to children or young people, talking to parents, talking indirectly to children or young people (as a group e.g. general hygiene), information leaflets to parents, modelling and creating activities that promote good personal hygiene routines, intervention from professionals through nominated safeguarding officer (social services) □ When to intervene: following policies and procedures of setting (health and safety), when recognising child or young person becomes isolated, upset by others (bullying, intimidation)
	4.2	Describe how and when to intervene when children or young people's hunger is affecting their ability to play	<ul style="list-style-type: none"> □ Types of intervention: directly and indirectly as in 4.1 □ When to intervene: following policies and procedures of setting (health and safety, safeguarding), observations of general health and engagement in activities and play opportunities (tired, agitated, disengaged)
	4.3	Identify occasions when it's necessary to provide intimate personal care or assistance to a child or young person	<ul style="list-style-type: none"> □ Learner should identify occasions: ability of child (self-care), issues with adolescence and puberty, illness, understanding (mental health), through injury (accidents)
	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	<ul style="list-style-type: none"> □ Learners may provide examples of different situations and how they can maintain privacy and dignity whilst protecting themselves from risk of allegations of abuse □ How they help the child or young person feel at ease

Learning outcomes	Assessment criteria	Unit amplification
	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	<ul style="list-style-type: none"> □ Learners can draw on relevant articles in the UN Convention on the Rights of the Child (article 31), how taking part in decisions can promote confidence, self-esteem and healthy development

Information for tutors

Delivery

A theoretical approach to this unit is strongly recommended as learners will need to demonstrate their knowledge and understanding of this essential element of playwork practice. All the learning outcomes are theoretical and can be achieved through various assessment methods such as reports, reflective accounts, presentations and information leaflets for others. Simulated activity and tutor-based case study tasks can be used.

Learning outcome 1 requires learners to demonstrate their knowledge and understanding of the national and local policies that govern their work with children and young people. Learners need to show that they understand the key features of the primary pieces of legislation covering safeguarding and how these are interpreted through other documentation (such as Ofsted, policies of the setting). Learners also need to identify their own role and responsibilities in safeguarding children and young people. A written report therefore, could be the primary source of evidence for this learning outcome, as could presentations or information leaflets for others on the aspects of legislation that affect working practice.

For learning outcome 2, learners need to understand how to recognise the signs and symptoms of the different types of abuse. A written report could be the primary source of evidence for this learning outcome, as could presentations. Learners could be given case studies or scenarios with which to develop their responses.

Learning outcome 3 requires learners to know how to respond to concerns about children and young people's welfare. Learners need to understand the importance of responding and recording information accurately and the impact of their own and other's assumptions, attitudes and behaviour. A written report would be the primary source of evidence for this learning outcome, based on case studies or scenarios from which learners can develop their responses.

For learning outcome 4, learners need to understand how they can effectively intervene when children and young people's personal hygiene and hunger is affecting their ability to play and interact with others. Learners need to demonstrate how they would ensure that they provide care or assistance to meet the individual's needs and respect the dignity of the individual. A written report would be the primary source of evidence for this learning outcome, based on case studies or scenarios from which learners can develop their responses.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

The most appropriate way to confirm coverage of all learning outcomes and assessment criteria is through centre-devised assessment materials and professional discussion. Opportunities exist for assessment to include observation, written reports, leaflets and presentations, as well as the potential for supporting witness statements to be provided.

The assessor must ensure that the learner has provided sufficient evidence to meet the requirements of each assessment criterion, but a holistic approach can be taken for each learning outcome, and potentially for the unit as a whole.

Suggested resources

Textbook

Bonel P, Lindon J, Walker M – *Good Practice in Playwork* (Nelson Thornes, 3rd Edition, 2009) ISBN: 978-1-40850-492-5

Websites

www.education.gov.uk	Department for Education
www.nspcc.org.uk	National Society for the Prevention of Cruelty to Children (NSPCC)
www.scotland.gov.uk	Child Protection Scotland
www.wales.gov.uk	Children and Young People Wales

More resources are listed in *Annexe G*

Unit 7: **Developing Own Playwork and Team Practice**

Unit reference number: H/600/9514

QCF level: 2

Credit value: 3

Guided learning hours: 25

Unit aim

The aim of this unit is for learners to develop their knowledge, understanding and skills in developing their playwork and team practice. Learners will develop the skills needed to identify their own strengths, goals and targets for their continuing professional development. They also develop skills in working with others in a playwork environment and how to develop effective collaborative relationships with others inside and outside the setting.

By the end of this unit, learners will understand the importance of reflecting on playwork practice in a team to help develop their own and others' practice.

Essential resources

There are no special resources needed for this unit.

Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. There are no specific assessment requirements for this unit. Please refer to the overall SkillsActive assessment strategy in *Annexes C* and *D*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	Unit amplification
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	<ul style="list-style-type: none"> <input type="checkbox"/> Strengths and areas of development: observations and reflections on own role (how to develop them, how they identify strengths and areas for development, deciding on priority) <input type="checkbox"/> Gain feedback from others: children, parents, colleagues, line manager etc <input type="checkbox"/> Use of tools: strengths, weaknesses, opportunities, threats (SWOT) analysis, Individual Strengths Assessments (ISA)
		1.2 Describe how to identify goals and targets for own continuing development	<ul style="list-style-type: none"> <input type="checkbox"/> Use of SMART (Specific, Measurable, Achievable, Realistic and Timebound) targets <input type="checkbox"/> Recording goals and targets in a personal development plan setting objectives <input type="checkbox"/> Collaborating with others to identify goals and targets: line manager appraisal, mentors etc <input type="checkbox"/> Job descriptions, job roles can be used as a tool to recognise gaps in current knowledge and skills sets <input type="checkbox"/> Consideration of learning styles

Learning outcomes	Assessment criteria	Unit amplification
1.3	Outline how a playworker's colleagues and line manager can help a playworker to develop their skills and knowledge	<ul style="list-style-type: none"> □ Line manager's role in appraisals: identifying areas for development and providing opportunities for in-house and other training and one-to-one support and mentoring □ Colleagues' role in mentoring and providing one-to-one support: role of the learner and mentor, types of activity □ Colleagues' role in modelling good practice: how this supports development, observing learners in work activities and feeding back on performance
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	<ul style="list-style-type: none"> □ From colleagues and others within the setting: in-house training on good practice and new initiatives □ Training and information provided by local authorities and other regulatory bodies □ Information from internet and media: current topics and research □ Reading books, periodicals and other literature on playwork and playwork practice □ Attending combined meetings with colleagues □ Inclusive rights-based approaches (UNICEF, Save the Children)
1.5	Explain why it is important to continue to review and update personal development on a regular basis	<ul style="list-style-type: none"> □ The reflective cycle and how it contributes to engaging the learner in continual reflection □ The benefits of continual review: developing new skills and knowledge that can be applied to learning and practice, developing theory and ideas, identify own learning needs and areas for development (professional and personal development) □ Benefits to children and young people: best quality care and play opportunities provided (trailing and reviewing new initiatives and ideas)

Learning outcomes	Assessment criteria	Unit amplification
	<p>1.6 Identify ways of continuing to review and improve own practice</p>	<ul style="list-style-type: none"> <li data-bbox="277 315 373 1173">□ Continual reflection on own practice through use of personal development plans: how to develop, ways to apply and identify appropriate sources of development opportunities <li data-bbox="392 219 453 1173">□ Reflections of work activities with children: what was done, how well it went, what could be done better, what to do next <li data-bbox="472 266 533 1173">□ Gain feedback from others: children, line manager, parents/carers, colleagues

Learning outcomes	Assessment criteria	Unit amplification
2 Know how to work as part of a playwork team	<p>2.1 Explain why effective team work is important in an inclusive play environment</p> <p>2.2 Identify external organisations and staff with whom a playworker may need to develop effective team relationships</p> <p>2.3 Outline why it is important for a playworker to understand the purpose and objectives of their team</p> <p>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</p> <p>2.5 Describe the importance of clear communication within a playwork team</p>	<ul style="list-style-type: none"> <input type="checkbox"/> For children and young people: health and safety, consistency of support, safeguarding, modelling (good practice) positive values and behaviours, needs are met <input type="checkbox"/> Playwork Principles: what they are, how the team can uphold the principles, how they act as advocates and facilitate play <input type="checkbox"/> Roles and ways in which external organisations and staff establish and maintain relationships with the playworker <input type="checkbox"/> Local authority staff, professionals (speech and language therapists, behaviour specialists, doctors, health visitors, SEN, public health nurses, educational psychologists) <input type="checkbox"/> Community groups (parents/carers association) <input type="checkbox"/> For children and young people: Playwork Principles (upheld and adhered to) <input type="checkbox"/> To provide a unified team approach <input type="checkbox"/> Avoiding conflict (professional and personal relationships), by understanding of intentions of others (avoiding confusion, impact on children and young people and other colleagues) <input type="checkbox"/> Provide a consistent approach to others outside the setting: local authority, inspection regulators, parents/carers, community <input type="checkbox"/> Learners may provide examples of their own roles and responsibilities and others in their setting to illustrate the importance of them. <input type="checkbox"/> Learners can draw on legislation, regulation, Playwork Principles to emphasise the importance of ensuring their understanding of their roles and responsibilities <input type="checkbox"/> Clear communication: language, intonation, intent and expectations <input type="checkbox"/> Impact within playwork team: understanding, conflict, confidence and self-esteem, resentment, promoting welfare of all in a playwork setting

Learning outcomes	Assessment criteria	Unit amplification
2.6	Identify the types of information a playworker should communicate to others in the team	<ul style="list-style-type: none"> □ Learner should provide the types of information and the ways in which they are communicated (confidentiality, understanding of others in the team, appropriate information, summaries of key points)
2.7	Describe how a playworker should interact effectively with other people to build an effective team	<ul style="list-style-type: none"> □ Ways of interacting: use of body language, verbal communications appropriate to the audience, gestures □ Types of interaction that will develop trust, confidence, mutual respect
2.8	Explain why it may be important to challenge existing practice within a playwork team and how to do so constructively	<ul style="list-style-type: none"> □ Learners should understand when it is appropriate to directly challenge practice and when to gain advice from others (more knowledgeable, supervisors, managers) □ Types of situation that may be challenged: working practice of others (safeguarding, health and safety), attitudes and behaviours of others (bullying, threatening or aggressive behaviour or language, inappropriate behaviour with children and young people)
2.9	Describe how to handle differences of opinion and conflict within the team	<ul style="list-style-type: none"> □ Differences of opinion: different working practices, beliefs, attitudes and behaviours □ Conflict: indirect bullying (indifference, ignoring, favouritism), physical and verbal attack

Learning outcomes	Assessment criteria	Unit amplification
3 Be able to reflect on playwork practice as part of a team	<p>3.1 Use observations of, and feedback from, children and young people to reflect on own playwork practice</p> <p>3.2 Use feedback from colleagues and parents and others to reflect on own playwork practice</p> <p>3.3 Share reflections with a team colleague to identify how own playwork practice can be adapted and developed</p> <p>3.4 Identify potential training and development routes to enhance own playwork practice</p> <p>3.5 Demonstrate effective working relationships with other team members</p>	<ul style="list-style-type: none"> □ Observations: made by others on own practice, own observations on evaluating activities and play opportunities, observation of engagement in activities □ Feedback: ongoing verbal feedback, body language, written feedback (suggestion box) □ Feedback from colleagues: observations, evaluations on work activities, appraisals, meetings □ Feedback from parents: written or verbal feedback from conversations about children and young people's activities □ Feedback from others: line managers, professionals (speech therapist, health worker, nanny, carer) □ Learners could develop action plans that identify playwork practice and activities with children and young people, identifying strengths and areas for development □ Learners could extend action plans to identify potential training needs using tools (SMART targets) □ Learners could explore training and development opportunities available to identify appropriate training (internet, playwork publications, word of mouth) □ Learners need to show how they work effectively with other team members including how they behave professionally, how they model positive behaviour (respect, trust and co operation), how they work collaboratively with team members

Information for tutors

Delivery

A practical approach to this unit is strongly recommended, as learners need to demonstrate knowledge and understanding of how they can identify their strengths and areas for development when working in playwork settings. All learning outcomes have a practical element and can be demonstrated using various assessment tools such as reflections, witness testimonies, recorded feedback on work practice (appraisals, personal development plans). Simulated activity and tutor based tasks can be used.

Learning outcome 1 requires learners to demonstrate their skills in identifying their strengths and weaknesses and areas for development. Learners need to show how they identify ways to develop their own skills and knowledge and how others can support their continuing professional development. Development of a personal professional development folder and written reports would be the primary sources of evidence for this learning outcome, which could be supplemented with feedback from tutors, colleagues and line managers. The learner could develop a personal development plan throughout this unit/programme of study identifying targets and goals.

For learning outcome 2, learners need to understand the role of the playworker in a team environment. The learner needs to understand the importance of effective teamwork and the relationships they would need to establish and maintain to support children and young people. Learners need to demonstrate an understanding of the importance of communicating effectively and knowing when to challenge existing practice and resolve conflict. A written report could be the primary source of evidence for this learning outcome, as would a PowerPoint and oral presentation. Learners could develop information leaflets that provide information for others on the importance of effective teamwork and on the types of relationship that may need to be developed with external organisations and staff.

Learning outcome 3 requires learners to reflect on their learning in this unit and on their playwork practice when working part of a team. Learners need to use observations and feedback from colleagues, children and young people and others and show how they can use feedback to inform their own professional development. Reflective accounts and development of SMART targets can be a primary source of evidence for this learning outcome, which can draw on other aspects of this unit as supplementary evidence.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

The most appropriate way to confirm coverage of all learning outcomes and assessment criteria is through centre-devised assessment materials and professional discussion. Opportunities exist for assessment to include observation, preparation of a personal development plan, evidence of reflection on practice taking place, written reports, leaflets and presentations, as well as the potential for supporting witness statements to be provided.

The assessor must ensure that the learner has provided sufficient evidence to meet the requirements of each assessment criterion, but a holistic approach can be taken for each learning outcome, and potentially for the unit as a whole.

Suggested resources

Textbook

Bonel P, Lindon J, Walker M – *Good Practice in Playwork* (Nelson Thornes, 3rd Edition, 2009) ISBN: 978-1-40850-492-5

Websites

www.playengland.org.uk/	Play England
www.playfulcommunities.org.uk/default.aspx	Playful Communities
www.playscotland.org/	Play Scotland
www.playwales.org.uk/eng/playworkprinciples	Play Wales
www.skillsactive.com	SkillsActive

More resources are listed in *Annexe G*

Unit 8: Reflective Playwork Practice

Unit reference number: R/600/9511

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit aim

The aim of this unit is for learners to develop knowledge, understanding and skills in playwork practice. Initially learners will learn about the way in which they can work with children and young people to create play spaces and ensure that they meet the individual needs of all children and young people.

Learners will also learn how to support children and young people who have additional needs, while ensuring they do not take control of situations.

Finally learners will learn about how to reflect on their own playwork practice effectively and how it supports their continual professional development.

Essential resources

There are no special resources needed for this unit.

Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. There are no specific assessment requirements for this unit. Please refer to the overall SkillsActive assessment strategy in *Annexes C and D*.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria		Unit amplification
1 Know how to work with children and young people to create play spaces	1.1	Describe the playworker's role with children and young people to create play spaces	<ul style="list-style-type: none"> □ Role: providing access to materials and resources, creating opportunities for children and young people to develop their own play spaces using their imagination and ideas, acting as advocate and facilitator to support children and young people in creating play spaces, adapting play experiences to expand and enrich children and young people's play opportunities □ How adapting play experiences to expand and enrich children and young people's play opportunities supports the creation of play spaces, developing the physical play environment to support play opportunities (individual needs, culture, religion, beliefs, wishes)
	1.2	Explain the concept of 'loose parts' and its contribution to creating play spaces	<ul style="list-style-type: none"> □ Explanation of the term 'loose parts' □ How these apply to playwork practice □ How the child or young person uses 'loose parts' in creating play spaces □ The benefits to children and young people's play and development in creating play spaces using 'loose parts' □ The role of 'loose parts' in developing creativity

Learning outcomes	Assessment criteria	Unit amplification
1.3	Give two examples of each of the following types of play spaces <ul style="list-style-type: none"> • Physical • Affective • Transient • Permanent 	<ul style="list-style-type: none"> □ What is meant by each of the terms 'physical', 'affective', 'transient', 'permanent' □ How each of the play spaces provide opportunities for self-directed play □ Examples of play spaces: can include environment and types of resource, equipment and activity
1.4	Outline how each different type of play space is important to children and young people's play	<ul style="list-style-type: none"> □ How different play spaces support all aspects of children and young people's play opportunities □ Importance of encouraging children and young people to explore risk and challenge, assessing risk □ How each play space encourages and supports the potential for children and young people's self-directed play □ The importance of each play type in supporting moods and feelings □ Importance of having play spaces that can be moved and that are stable
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 	<ul style="list-style-type: none"> □ How different aspects of the play space relate to aspects of development (physical, cognitive, social and emotional, supporting individual needs, supporting inclusion, empowering children and young people's confidence and self-esteem, allowing them to express own needs and preferences) □ How changing/adapting environments and play spaces can affect ability or willingness to take part (play cycle, return and expansion and natural completion of play, stops opportunities to expand and enrich play flowing from children and young people)

Learning outcomes	Assessment criteria	Unit amplification
2 Know how to ensure a play space is inclusive	<p>2.1 Outline why it is important to have an inclusive approach to creating play spaces</p> <p>2.2 Define 'separate', 'segregated' and 'inclusive' play provision</p> <p>2.3 Describe how to remove barriers that prevent some children and young people accessing play and play spaces</p>	<ul style="list-style-type: none"> □ Key pieces of legislation and/or policy that govern children's rights (UN Convention) □ Supporting individuals' needs □ Impact on understanding of others (culture, religion, beliefs, ideas) □ Impact on social and emotional development (confidence and self-esteem) in individuals □ Description of what is meant by the terms 'separate', 'segregated' and 'inclusive' with examples of how this may be seen in practice: showing differences where provision is segregated/separate/inclusive on the basis of individual needs and how barriers can be removed to ensure inclusion where possible □ Learners may provide examples of specific needs of children and young people that limit or restrict their ability to take part in activities and create own play spaces: disabilities, special educational needs, language, culture, religion, beliefs, allergies, confidence and self-esteem □ Removing barriers could include ways in which the environment can be adapted: wheelchair access, bright colours etc □ Resources can be adapted: small or large blocks, chunky crayons, books with larger print or Braille etc □ Providing extra one-to-one support where invited or considered important to ensure inclusion, health, safety and welfare

Learning outcomes	Assessment criteria	Unit amplification
	<p>2.4 Describe how to identify the specific needs of individual children and young people when creating play spaces and taking part in play</p>	<ul style="list-style-type: none"> □ Children and young people with disabilities, special educational or specific learning difficulties (language and communication difficulties) □ Children and young people with cultural or religious needs □ Children and young people with allergies □ Children and young people with confidence issues □ Identifying children and young people's specific needs through observation (effective observation techniques), how they identify individual needs □ Communicating with parents, colleagues and children and young people about their preferences
	<p>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</p>	<ul style="list-style-type: none"> □ Rights of children or young people (UN Convention on the Rights of the Child) □ How to encourage children and young people to take part in self-directed play in a way that they all feel included (so that those with specific needs do not feel excluded) □ Playworkers may consider how they ensure that all children and young people are included in provision and how they can develop an environment that is inclusive and does not discriminate against individuals (behaviours, language, resources and activities)

Learning outcomes	Assessment criteria	Unit amplification
3 Know how to identify children and young people's play needs and wants	<p>3.1 Describe two different methods of observing children and young people at play</p> <p>3.2 Describe two methods of gaining feedback from children and young people with due regard to their preferred methods of communication</p> <p>3.3 Describe how to use information gained from observations and feedback to identify play needs and wants</p> <p>3.4 Outline how children and young people's development can affect their play needs and wants</p>	<ul style="list-style-type: none"> □ Methods of observation may include narrative, participant and non-participant, checklists, time/event sampling diagrams (tracking, sociograms, histograms, bar charts) □ Examples of how chosen examples can be used in practice and the types of information they provide □ Body language displayed by the individual: posture, facial expressions etc □ Involvement in activity, the method used to communicate □ Questioning, using other methods of feedback (smiley faces, pictorial representations of emotions) □ Learners may provide examples of uses to illustrate the value of observations and feedback □ Planning for individual and group activities with others □ Expand and enrich individual play activities □ Identify specific learning and developmental needs of individuals □ To inform on child or young person's overall development (EYFS, relevant curriculum) □ Include children and young people with specific needs: disability, special or specific learning difficulties, children with social and emotional difficulties, developmental delay □ Play needs and wants: specific resources and equipment, unrestricted access to resources and equipment, specially adapted resources etc

Learning outcomes	Assessment criteria		Unit amplification
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	<ul style="list-style-type: none"> <input type="checkbox"/> Direct communication from child or young person <input type="checkbox"/> Observations of body language: facial gestures, agitated behaviour, frustration, unfocused etc
	4.2	Describe how a playworker can support, without taking control, children and young people to adapt a play space	<ul style="list-style-type: none"> <input type="checkbox"/> Playworker's role in communicating through questioning and asking questions <input type="checkbox"/> Playworker's role in placing opportunities and play resources in play space <input type="checkbox"/> Making yourself available <input type="checkbox"/> Playworker's role in establishing relationships with children and young people <input type="checkbox"/> Playworker's role in providing safe play opportunities
	4.3	Describe four possible interventions that could be used to adjust levels of challenge and stimulation during children and young people's play	<ul style="list-style-type: none"> <input type="checkbox"/> Interventions may include the placing of physical resources and equipment <input type="checkbox"/> Interventions of playworker: direct and indirect intervention, questioning, modelling etc <input type="checkbox"/> Consideration to assessing risk and health and safety requirements
	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	<ul style="list-style-type: none"> <input type="checkbox"/> Include examples of how to bring play to a natural end, communicating ways that play can be continued <input type="checkbox"/> Continuing play themes in other activities: e.g. pirate adventure continued through to snack time <input type="checkbox"/> Use of a warning that play will end soon: e.g. visual reminder, sand timer so the children have sufficient warning time will run out

Learning outcomes		Assessment criteria		Unit amplification
5	Be able to apply playwork principles	5.1	Identify the play needs and wants of children and young people	<ul style="list-style-type: none"> □ Learners can use skills and methods developed in this unit (observations) to identify the play needs and wants of specific 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	<ul style="list-style-type: none"> □ Learners may show how they have used findings from observations or other methods (feedback from children and young people) to develop plans for play spaces and how they meet the specific needs of children and young people □ Learners should create two types of play space (one indoors, one outdoors)
		5.3	Adapt interventions to meet the play needs and wants of all children and young people	<ul style="list-style-type: none"> □ Learners can show how they have identified a need to intervene and how they have adapted the play space to meet the needs of children and young people (adapted environment, introduction of loose parts)

Learning outcomes	Assessment criteria	Unit amplification
6 Know how to reflect on own playwork practice	<p>6.1 Outline why it is important to reflect on all aspects of own playwork practice, including relationships with other people</p> <p>6.2 Outline what is meant by reflective practice</p> <p>6.3 Describe how to use observations of, and explicit feedback from, children and young people to reflect on own playwork practice</p> <p>6.4 Identify what is meant by constructive feedback</p> <p>6.5 Describe how to gather and handle constructive feedback from others, for example colleagues and parents</p>	<ul style="list-style-type: none"> □ Importance of reflecting: developing new skills and knowledge that can be applied to learning and practice, developing theory and ideas, identify own learning needs and areas for development (professional and personal development) □ Benefits to children and young people: best quality care and play opportunities provided (trailing and reviewing new initiatives and ideas) □ Importance of relationships with others: team working, consistent approach, up-to-date practice □ Outline may include how reflective practice is a process and what that process entails, the effectiveness as a tool to help develop the learner personally and professionally □ How different types of observation can provide information on own performance, how children and young people's direct feedback can provide information to reflect on own practice (questioning, involvement in activities, enjoyment) □ Main features of constructive feedback and how these support positive reflective practice (useful, meaningful, easy to understand, objective, timely) □ Gathering feedback: direct questioning, observations of others, appraisals, self-reflection □ Handling constructive feedback: body language, verbal responses, attitudes and behaviours, professionalism

Learning outcomes	Assessment criteria	Unit amplification
	<p>6.6 Explain how to use observations and feedback to adapt own playwork practice</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Plans for targets to improve own playwork practice: use of SMART (Specific, Measurable, Achievable, Realistic and Timebound) targets) <input type="checkbox"/> Personal development plan: recording goals and targets, setting objectives <input type="checkbox"/> Collaborating with others to identify goals and targets (line manager appraisal, mentors) <input type="checkbox"/> Consideration of learning styles <input type="checkbox"/> Identifying training and other needs

Information for tutors

Delivery

A theoretical, practical approach to this unit is strongly recommended, as learners will need to demonstrate their knowledge and understanding of the range of activities involved when working with children and young people in playwork practice. Learning outcomes 1, 2 and 6 are mainly theoretical and can be achieved using various assessment methods such as reports, presentations, information leaflets and reflective journal accounts. Learning outcomes 3, 4 and 5 have both theoretical and practical elements and can be achieved using various assessment methods such as reports, presentations and reflections on working with children, young people, colleagues and line managers.

Learning outcome 1 requires learners to demonstrate their knowledge and understanding of the ways in which the playworker can support children and young people in creating play spaces using different concepts and play spaces. Learners also need to show how children and young people's development affects their ability or willingness to take part in play spaces. A written report could be the primary source of evidence for this learning outcome as would a presentation to others.

For learning outcome 2, learners need to understand the importance of creating inclusive play spaces that meet the needs of all children and young people. Learners also need to demonstrate how they identify individual needs and remove barriers to ensure inclusion. A written report would be the primary source of evidence for this learning outcome as would a presentation to an audience and information leaflets. This learning outcome can be achieved through building on learning outcome 1.

Learning outcome 3 requires learners to show their understanding of the types of observations used to provide feedback on play spaces and identify future play needs. A written report would be the primary source of evidence for this learning outcome as would a presentation to an audience and information leaflets for colleagues, parents or other defined groups. This learning outcome also has a practical element and the use of observations of children and young people may be included to provide examples of specific areas.

Learning outcome 4 is predominantly practical and requires learners to develop their knowledge and skills in supporting children and young people's play. A written report would be the primary source of evidence for this unit and can be supplemented with witness testimony, reports and discussions.

Learning outcome 5 requires learners to identify and work with children and young people in creating and adapting play spaces to meet their specific needs and wants. Witness testimony, reports and discussions are the primary sources of evidence for this learning outcome and can be supplemented with reflective accounts and observations.

Learning outcome 6 requires learners to illustrate their knowledge and understanding of reflective practice and how it relates to their working practice. Learners need to show their understanding of how observations and feedback can support their own development and playwork practice. A written report would be the primary source of evidence for this learning outcome, as would a presentation to an audience. Evidence can be supplemented with specific feedback from different sources to inform discussions.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

The most appropriate way to confirm coverage of all learning outcomes and assessment criteria is through centre-devised assessment materials and professional discussion. Opportunities exist for assessment to include observation, evidence of reflection on practice taking place, written reports, leaflets and presentations, as well as the potential for supporting witness statements to be provided.

The assessor must ensure that the learner has provided sufficient evidence to meet the requirements of each assessment criterion, but a holistic approach can be taken for each learning outcome, and potentially for the unit as a whole.

Suggested resources

Textbook

Bonel P, Lindon J, Walker M – *Good Practice in Playwork* (Nelson Thornes, 3rd Edition, 2009) ISBN: 978-1-40850-492-5

Websites

www.playengland.org.uk/	Play England
www.playfulcommunities.org.uk/default.aspx	Playful Communities
www.playscotland.org/	Play Scotland
www.playwales.org.uk/eng/playworkprinciples	Play Wales
www.skillsactive.com	SkillsActive

More resources are listed in *Annexe G*

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel: **www.edexcel.com/contactus**
- BTEC: **www.edexcel.com/btec/Pages/Contactus**
- Pearson Work Based Learning and Colleges: **www.edexcel.com/about.wbl/Pages/Contact-us**
- books, software and online resources for UK schools and colleges: **www.pearsonschoolsandcolleges.co.uk**

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/publications/Pages

13 Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered on our website: www.edexcel.com/resources/Training.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: www.edexcel.com/resources/Training. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit:
www.edexcel.com/contactus

Support services

Face-to-face support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required. A UK map showing the Regional Quality Managers' contact details can be found at www.btec.co.uk/support.

Online support: find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available at www.pearsonwbl.edexcel.com/Our-support.

Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers are able to seek advice and clarification about any aspect of our qualifications and services, as well as share knowledge and information with others. The forums are sector specific and cover Business Administration, Customer Service, Health and Social Care, Hospitality and Catering and Retail. The online forum is available at www.pearsonwbl.edexcel.com/Our-support.

14 Contact us

We have a dedicated Account Support team, based throughout the UK, to give you more personalised support and advice. To contact your Account Specialist you can use any of the following methods:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us at:

Email: wbl@pearson.com

Telephone: 0844 576 0045

Complaints and feedback

We are working hard to provide you with excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: A Useful Guide to Finding Qualified Playwork Assessors

Getting, and keeping, qualified playwork assessors has been a problem for many centres in the United Kingdom, mainly because there are not that many people available that a) meet the necessary criteria and b) have the time. It is essential therefore that a sufficient number of potential assessors are identified early on in setting up an assessment centre and it is probably wise to overestimate numbers here. A number of centres have run into difficulties because they only had one or two assessors who then left or moved on with no-one to replace them. It is better to have more assessors working fewer hours with fewer candidates each, than rely on one or two assessors with more hours and larger numbers of candidates.

Who can become an Assessor?

SkillsActive has laid down the following criteria:

- 1 You must have worked with children and young people as a playworker in settings underpinned by the Playwork Principles.

This means that a potential assessor must have in their lives spent a good deal of time in paid and/or voluntary playwork. This could be recent, many years ago or spread over a long period but you must have been working 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.

- 2 You must be able to demonstrate playwork experience, knowledge and skills required to make accurate judgments about others' competence.

This means you must be able to talk about your playwork experience, the settings you have worked in, the children you have worked with and the highs and lows of it all and how you might apply all this to assessing others

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

This means that a potential assessor must be able to speak coherently and hopefully passionately about what the principles of playwork really mean in practice and why they are so important.

- 4 Have actively and consistently participated in a process of current and relevant continuing 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)

This means you must be able to show by a number of means how you keep in touch with current theory and practice in playwork – on an ongoing basis. This might be through:

- regular or sporadic face-to-face work
- undertaking observations in play settings (of play cues, play types, interventions, use of space, risk assessments....)
- attending relevant training seminars, courses or workshops
- gaining relevant qualifications
- attending playwork meetings or conferences such as Spirit of Adventure Play or the National Playwork Conference
- reading books, journals and/or websites on play and playwork
- watching relevant film clips or TV documentaries

Desirable criteria;

- 5 A relevant and nationally-recognised playwork training course or qualification from the National Qualification Framework (NQF) or the Qualifications and Credit Framework (QCF) in England/Wales and Northern Ireland or the Scottish Credit Qualification Framework (SCQF) in Scotland, or an action plan to achieve such.

A potential assessor must therefore satisfy the above criteria before being taken on.

Recruiting Playwork Assessors

There are a number of "sources" of potential assessors and of course each has its benefits and/or drawbacks. If these are recognised at the outset however, they can be taken into account and either maximised or reduced accordingly. Some potential assessors may fit more than one of the following categories.

Already-Qualified Playwork Assessors

Advantages

- Already familiar with NVQ terminology, assessment processes and the occupational standards for playwork

Possible disadvantages

- May have previously worked in a centre with poor practice (and not recognise this) – it is sometimes harder to 'retrain' someone than to start from the beginning
- May not have had their occupational competency properly checked first time
- May have worked for a different awarding organisation and find it hard to adjust

Already-Qualified Assessors

These people will have been assessing NVQs in other related fields such as early years or youth work and will have some experience of working with children and/or young people in playwork settings.

Advantages

- Already familiar with NVQ terminology and assessment processes

Possible disadvantages

- Will more than likely need a programme in how to gain or update occupational competency in playwork first. This is perfectly possible and has been done but it takes a great deal of time and commitment to meet all the criteria properly and so in practice is probably the least preferred option. Regular managerial oversight is necessary together with professional discussion to ensure that the assessor is really gaining competence and understanding of the different value bases and ways of working within the playwork field and their previous subject area

Workplace Assessors

These people are likely to be managers or co-ordinators of play settings who have staff undertaking their playwork NVQ.

Advantages

- Much more in-touch with candidates' everyday work
- Can regularly observe candidates' performance including those aspects that a peripatetic assessor may never see or cannot plan to see

Possible disadvantages

- Often is also line manager of the candidate and the differences in the management relationship and the assessment relationship can get confused
- The existing work relationship can create bias either for or against the candidate
- Finding time to assess as well as manage staff and the setting can be difficult – tempting some workplace assessors to cut corners and be less rigorous in their assessment or their involvement with the assessment centre
- Workplace assessors can only take on candidates in their own setting and are therefore often lost to the assessment centre once their candidate(s) complete(s) their qualification

Practising Playworkers

Advantages

- In-touch with the job
- In-touch with current practical issues affecting playwork practice
- Could advise/inspire with practical ideas, resources and methods of working

Possible disadvantages

- Hard to get time off from own workplace to observe candidates in other settings
- May find it harder to adapt to different settings and recognise alternative ways of working
- Need to achieve their assessor qualification

Playwork Trainers

Advantages

- Usually up-to-date with underpinning knowledge
- May already have alternative experience of assessment (e.g. marking assignments) and of internal/external moderation
- May be used to working with awarding organisations

Possible disadvantages

- Sometimes find it hard not to teach or mentor candidates when they should be assessing them
- Can be out-of-touch with issues relating to face-to-face work
- Need to achieve their assessor qualification

Whatever the background of newly-recruited playwork assessors, there will be a need to equip them with the knowledge, understanding and tools to do the job.

Annexe B: Guidance on the Playwork Setting Required for Playwork Awards, Certificates and Diplomas (NVQs)

Does it matter what kind of setting learners are working in?

Learners for the playwork awards, certificates and diplomas (NVQs) need to be working with children and/or young people in a playwork setting. A playwork setting is one that is underpinned by the Playwork Principles and therefore exists as a place that supports child-directed play. It is not primarily a care setting (although learners may be looking after children), an educational setting, or an activity-based club. A playwork setting exists so that children and young people can play in the ways they choose to. In other words, play happens when a child does what s/he wants, how s/he wants for their own reasons and it is crucial for their development and survival.

What are the Playwork Principles?

These are the 'foundation stones' of playwork practice and of playwork qualifications and a thorough understanding of these is necessary to properly interpret the occupational standards.

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.

The first two principles are about play itself – what it is, what it does, how essential it is not just for children but for the welfare and growth of communities. These principles set the stage in defining what is important for us adults to understand about play if we are going to be around children playing. The reality is that children absolutely do not want adults to control or direct their play. They don't mind occasionally adults joining in (when invited) as long as the adults are playful and follow the children's lead.

But on the whole, children and young people prefer to play away from adults because adults tend to organise, control, inhibit or block children and young people playing. So the playworker's role is none of these things – they are not there to decide what children do and when and how they will do it; they are not there to ensure children socially develop and behave nicely; they are not there to ensure children can't do certain things just in case they might get hurt.

So principles 3-8 describe what is essential in the role of the playworker:

- 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.

Playworkers exist to support children's natural play, they do this by creating spaces where play can happen and filling these with all kinds of things that will enable play to naturally occur e.g. old sheets, cardboard, sticks, sand, stringthe possibilities are endless. They then unobtrusively observe, intervene very occasionally and then reflect on what they have seen, said and done.

So at level 2, learners must be working in a playwork setting where their primary focus and responsibilities are to create and resource play spaces and to support children's rights and needs to play. At level 3, they must also have responsibility for other staff and for the policies and procedures of the setting, including child protection and health and safety.

What age range of children must learners be working with?

The answer is whoever learners are working with. If they work with children aged 3-5, or 7-10, or 14-16, or any other range or combination of ranges, they can get their qualification as long as they are in a setting whose main purpose is to provide children and young people with opportunities for freely-chosen self-directed play (i.e. a playwork setting). They will be required to show knowledge and understanding of the age range 4-16 in several places, but in practice their evidence will come from whoever they work with.

Annexe C: Assessment Strategy

Introduction

This document sets out the recommendations of SkillsActive, the Standards Setting Body for Active Leisure, Learning and Wellbeing for the assessment and quality control mechanisms required for those qualifications that *confirm occupational competence* and come under its umbrella. A separate annex for each qualification will be added to this generic document to detail any specific requirements for that qualification, or suite of qualifications.

Employment interests in the sector are interested in the continuing availability of high quality qualifications that are fit for purpose, command public confidence and are understood by those taking them and those who use them for recruitment, or for other purposes. SkillsActive has long advocated that qualifications that confirm occupational competence are assessed and quality assured consistently across the Awarding Organisations¹ who deliver them (including SVQs and QCF qualifications with NVQ in the title, or intended to replace the previous NVQs).

This document is built around the following fundamental principles that SkillsActive has advocated for some time:

- **National Occupational Standards establish the benchmark of competent performance in the sector**
- **Qualifications that confirm occupational competence must be assessed over a period of time in the workplace**
- **Assessment of an individual's competence should be rigorous, efficient and cost effective using approaches that have the support of employers, the Awarding Organisations and other interest groups**
- **Qualifications that confirm occupational competence, because they are rooted in these standards, must therefore be seen as different from traditional qualifications in their application in the industry**
- **Competence in the workplace is unique and has to be seen as different from training**

¹ The term Awarding Organisations is used in a generic way throughout this document, however please note that in Scotland the relevant and specific terminology is Awarding Body/Bodies

Background

The current provision of qualifications that confirm occupational competence in Active Leisure, Learning and Wellbeing extends across QCF Levels 1 to 4 and in Scotland SCQF levels 5-9 is offered by a range of Awarding Organisations.

This is the 4th version of SkillsActive's (formally SPRITO's) Assessment Strategy, which builds on the one first approved by PSAG in September 1999, re-recognised in July 2002 and again in 2007.

The Sector Skills Council's guiding principle is **"to act as the guardian of the industry's National Occupational Standards,"** to this end a documented quality assurance strategy that lays down key overarching principles is not only vital to maintain the reliability and validity of these qualifications in the future, but ensuring they remain of value to employers. Especially with more Awarding Organisations offering these qualifications that confirm occupational competence.

The aim of this strategy is to build and improve on the current system and this document sets out the definitive requirements of the industry for **all** those who provide these qualifications.

Overarching Quality Assurance Principles

It is crucial to SkillsActive that "the industry" has confidence in the application of its National Occupational Standards, together with the industry values statements/code of ethics. This demands that those involved in the assessment and verification process at every level, display an understanding, and have experience, of the technical and occupational requirements of the active leisure, learning and wellbeing industry and the sub sectors they are involved with; as well as a thorough and consistent interpretation of these principles for qualifications that confirm occupational competence.

The Industry has consistently and firmly placed its National Occupational Standards, SVQs and QCF replacement NVQs in the world of work.

Key Components of the Assessment Strategy

These requirements are in addition to, and in no way conflict with, the generic criteria that Awarding Organisations must meet for the delivery of QCF qualifications with NVQ in the title as required by Ofqual and SVQs as required by SQA Accreditation's regulatory requirements for Awarding Bodies, they are also complimentary to the *Additional Requirement for Qualifications that use the title NVQ within the QCF (September 2009)*

1. The **layout** of the National Occupational Standards

The SSC has been very careful to incorporate current best practice in the way its National Occupational Standards are laid out and expressed. Awarding Organisations must use the National Occupational Standards as contained in the UKCES NOS Directory.

Great care has been taken to ensure that the National Occupational Standards allow qualifications to be built from them that are able to be properly assessed and quality assured in ways which promote validity, reliability and fairness.

2. **Assessment Methodology, Evidence Requirements and aspects of them that must be assessed in the workplace**

SkillsActive has defined which aspects of the National Occupational Standards that have been used to inform qualification development must always be assessed through performance in the workplace, even those for which assessment through simulation is allowed (see later section). Quality assessment, for most aspects of those qualifications that confirm occupational competence, cannot be achieved without regular access to real work activities.

The SSC intends to work closely with the Awarding Organisations to indicate the ways in which this is best assessed by providing guidance on the nature and type of assessment. In all cases learner performance must be assessed in the workplace, although it will be made clear which aspects of the "what you must cover" must be assessed through performance evidence and which aspects could be assessed using supplementary evidence for example through scenarios, case studies and questioning.

The SSC will work with the Awarding Organisations to develop and agree **qualification specific annexes** for each of the separate qualifications that confirm occupational competence, and these will be attached in due course to this assessment strategy.

It is incumbent upon each Awarding Organisation to ensure that assessment of all learners captures the fundamentals expressed in this document and incorporates that detailed in any relevant annex. The information contained in the annex will amplify the generic statements into context/occupationally specific requirements such as the need for assessors to hold specific qualifications.

3. Design of the Qualifications that confirm Occupational Competence

SkillsActive, as a regulated Submitting Body has carefully designed the rules of combination and units of common content to allow the creation of regulated qualifications that confirm occupational competence²; ensuring that they contain opportunities for transfer and progression and that they are flexible enough to meet the differing requirements of both large and small employers, indoor and outdoor environments as well as the public, private and voluntary sectors. This quality assurance strategy supports flexibility in the use of the qualifications by a variety of employers and learners, and tries not to place barriers to access through imposing unnecessary rigidity to the process.

Given the flexibility of the structures of the qualifications there should be no reason for a learner to attempt a unit for which they have no workplace assessment opportunities on a consistent basis. In addition the SSC as a Submitting Body has developed a number of "non VQ" progression routes to facilitate opportunities for learning away from the workplace.

4. Quality Control

SkillsActive believes that quality control will be achieved by a combination of the following measures – the monitoring and standardisation of assessment decisions will be achieved by a robust and strengthened external verification system underpinned by risk rating and management.

4.1 External Verifiers and External Verification³

From active and on-going research, which started in the latter part of 1999, the SSC has confirmed that employers value a strengthened External Verification process rather than the introduction of some other 'independent' measure(s), which may prove to be a barrier to learner access and take-up.

SkillsActive expects:

- EVs to command respect from their peers in the occupational sector of the industry and the application of the criteria in the sections below will ensure this
- every Awarding Organisation to seek advice, if and when required, from the SSC, on the technical qualifications, experience and competence of prospective External Verifiers in the selection and deployment of EVs. Action taken as a result of the advice to be fed back to the SSC
- to provide, if necessary, input to the EV training days
- to meet with every Awarding Organisation as necessary to understand the quality assurance processes being used.

² In Scotland SkillsActive submits the structures and content of the SVQs that confirm occupational competence for approval by the SQA Accreditation.

³ Some organisations now refer to External Verifiers as External Quality Advisers

SkillsActive has worked with its industry partners and the Awarding Organisations to develop criteria to measure the occupational competence of **external verifiers** and ensure the consistency of its advice. In addition to the requirements of the *Additional Requirements for Qualifications that use the title NVQ within the QCF* and the *SQA Accreditation's regulatory requirements for Awarding Bodies*, Awarding Organisations **must** ensure that prospective External Verifiers:

- hold a level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice and if appropriate the Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice. Or from the past they could hold the verifier unit V2⁴, or unit D35 (New external verifiers should be given a clear action plan for achieving the appropriate qualification(s))
- it is also recommended that they hold Assessor qualification Level 3 Award in Assessing Competence in the Work Environment⁵ or the old Unit A1 and or unit D32, and/or D33
- demonstrate knowledge and understanding of, and support for, the Sector's Values Statements and Codes of Ethics and how they are applied in assessment
- match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the units being assessed
- be occupationally competent in the area appropriate to the level of the qualifications they are to be verifying
- be knowledgeable about, and understand the application of, the National Occupational Standards together with Technical Definitions/Syllabi where appropriate
- be committed to the application, further development and refinement of the National Occupational Standards and qualifications that confirm occupational competence
- uphold the integrity of the National Occupational Standards and prevent their misuse
- are aware of national issues affecting vocational education, training and qualifications in the sector
- are knowledgeable of the Active Leisure, Learning and Wellbeing framework of qualifications
- are committed to the content and guidance provided in the current edition of the SSC's Quality Assurance Strategy
- show commitment to ongoing personal and professional development.

⁴ In Scotland this is now Learning and Development Unit 12

⁵ In Scotland this is the Learning and Development Unit 9D1

External Verifiers must sample the work of all assessors and internal verifiers. All new assessment centres should be recognised by their external verifier before any learners are registered; the frequency of centre visits for existing and new centres should conform to the risk assessment and management process requirements.

4.2 Risk rating and risk management

SkillsActive anticipates that improvements in Awarding Body approaches to gathering, monitoring and analysing statistical data will improve the overall rigour of external verification and the SSC will assist Awarding Bodies to do this.

The industry welcomes the ongoing refinement of a system of risk rating and risk management. SkillsActive believes that such systems of risk rating and risk management will ensure that external verification, monitoring control and support mechanisms are put into place according to each centre's level of risk.

SkillsActive will be prepared to discuss adaptations to this strategy following detailed discussions with individual Awarding Organisations about their risk strategies so that the SSC is re-assured that any adaptations only serve to strengthen quality and not undermine it.

The systems for risk rating and risk management should be reviewed and revised, as appropriate, following any guidance issued to Awarding Organisations from the regulatory bodies.

Where risk is identified, SkillsActive suggests that one or more of the following actions could be taken by the external verifier/Awarding Organisation:

- conduct a spot visit at short notice
- meet and/or observe each learner or a larger sample of the learners at the centre in question and compare assessment materials
- increase the frequency of verification visits
- conduct learner and/or employer interviews, as required, over the telephone
- or other action appropriate to reducing the risk.

4.3 Internal verification

The SSC has worked with its industry partners and the Awarding Organisations to develop criteria to measure the occupational competence of **internal verifiers**:

- Internal Verifiers are appointed by a recognised centre and approved by the Awarding Organisations through their External Verifier
- Internal Verifiers should only verify the decisions of assessors that fall within their acknowledged area of technical and occupational competence.

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

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

The prospective **Internal Verifier** must:

- hold a Level 4 Award in the Internal Quality Assurance of Assessment processes and practice and if appropriate the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice. From the past they could hold verifier unit V1⁶, or unit D34 (New internal verifiers must be given a clear action plan for achieving the appropriate qualification(s))
 - it is also recommended that they hold Assessor qualification Level 3 Award in Assessing Competence in the Work Environment or the old Unit A1⁷ and/or unit D32, and/or D33
- meet the Technical Criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed
- have recent experience in the occupational area
- be knowledgeable of the relevant industry Values Statements and Codes of ethics
- be committed to upholding the integrity of the National Occupational Standards and preventing their misuse
- participate in IV/assessor training initiatives for continuous professional development.

Recognised centres may have additional generic criteria and personnel specifications in addition to the above.

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

All verification decisions made by a trainee internal verifier must be checked by a qualified internal verifier.

⁶ In Scotland this is now Learning and Development Unit 12

⁷ In Scotland this is the Learning and Development Unit 9D1

4.4 Awarding Bodies Forum

SkillsActive has worked closely with all its Awarding Organisations to establish the S/NVQ Awarding Bodies Forum. It is a requirement for all Awarding Organisations offering the qualifications that confirm occupational competence in this sector to:

- attend regular meetings of the main Active Leisure and Learning Awarding Organisations Forum
- discuss and resolve issues concerning quality control, to ensure the consistent interpretation of the National Occupational Standards across all the Awarding Organisations
- receive updates from industry specialists on current industry developments and initiatives
- set and monitor targets for the implementation of the qualifications that confirm competence in the workplace.

The Terms of Reference of the Awarding Organisations Forum are designed to improve cross-Awarding Organisation standardisation of assessment decisions and issues.

5. Workplace assessment

5.1 Assessment Centres must:

- ensure that learners have access to the resources commonly in use in the industry and that the pressures and constraints of the workplace are properly reflected
- ensure that the principles and values of the occupational area(s) are embedded in the operation of the workplace
- demonstrate a commitment to quality and good practice which may include the pursuit of other schemes which recognise industry best practice
- ensure that assessment sites conform with Health and Safety requirements and good health and safety practice is reflected in assessment
- maintain a register of all Assessors and Internal Verifiers
- provide evidence of their plans to keep Assessors and Internal Verifiers updated with current industry requirements.

Where applicable, the SSC will provide advice on the minimum “resource requirements” needed by a Recognised Assessment Centre to provide adequate experience to the learner.

5.2 Assessors

Assessors are appointed by a Recognised Centre and approved by the Awarding Body through their occupationally competent External Verifier. **They should only assess in their acknowledged area of technical and occupational competence.**

Assessors should be one of the following:

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

All assessment decisions made by a trainee assessor must be checked by a qualified assessor.

Assessors **must**:

- hold Assessor qualification Level 3 Award in Assessing Competence in the Work Environment or from the past the Units A18, A2 and/or unit D32, and/or D33. New assessors must be given a clear action plan for achieving the appropriate qualification(s)
- meet the Technical Criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed
- have recent experience and competence in the occupational area to the level of the qualification(s) they wish to assess
- be knowledgeable and have understanding of the National Occupational Standards and the Assessment Specification
- support of the relevant Active Leisure and Learning Values Statements and Codes of Ethics and how they are applied in assessment
- uphold the integrity of the National Occupational Standards and prevent their misuse
- participate in assessor training initiatives for continuous professional development.

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

⁸ In Scotland this is the Learning and Development Unit 9D1

5.3 Witness testimony

SkillsActive recognises that for the assessment of workplace performance to be as natural and efficient as possible, the use of witness testimony should be encouraged, and has a crucial role in the collection of evidence.

Witnesses must be fully briefed and clear about the purpose and use of the testimony. Any relationship between the witness and learner should be declared and recorded for internal and external verification purposes.

Witnesses must be able to demonstrate that they have the necessary expertise in the relevant area and their testimony must:

- be specific to the activities or product
- give a brief description of the circumstances of the observation
- give a brief description of the background of the witness and the observed activity
- identify the aspects of competence demonstrated
- be signed and dated.

The assessor should carefully check the witness testimony against the points listed above.

6. Simulation

Simulation should only be used where it is difficult to collect evidence through a real work situation, the real work environment or within an acceptable time frame. Simulations will usually deal with contingencies such as unexpected problems, emergencies, or other incidents which will not necessarily occur frequently. Such instances are specified within the individual annexes for qualifications or suites of qualifications.

The Awarding Organisations must issue adequate guidance to their centres as to how these simulations should be planned and organised. In general this guidance must ensure that the demands on the learner during simulation are neither more or less than they would be in a real work environment/situation. In particular:

- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the standard seeks to assess and be approved by the external verifier
- all simulations should follow these documented plans
- the physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry
- where simulations are used they must be based in a realistic work environment and must be based on current working practice
- the use of simulation will be monitored by the external verifier to ensure that where simulations are used, they are based in a realistic work environment.

Annexe D: Evidence Requirements and Assessment Guidance

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 members of 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.

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.

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

Unit by Unit Evidence Requirements and Assessment Guidance

QCF Unit Number	Unit Title	Notes on Assessment
H/600/9500	Playwork Principles	All learning outcomes: oral or written questions, professional discussion, reflective account, projects or assignments.
M/600/9502	Working Within a Play Environment with Children and Young People	Learning outcomes 1, 2 and 4: oral or written questions, professional discussion, reflective account, projects or assignments. Learning outcome 3: observation, witness testimony, products of work, reflective account.
F/600/9505	Supporting Children and Young People's Play	Learning outcome 1: oral or written questions, professional discussion, reflective account, projects or assignments.
L/600/9507	Relationships in the Play Environment	Learning outcomes 2 and 3: observation, witness testimony, products of work, reflective account. Learning outcomes 1, 2, 3 and 4: oral or written questions, professional discussion, reflective account, projects or assignments.

QCF Unit Number	Unit Title	Notes on Assessment
Y/600/9509	Health and Safety in the Play Environment	<p>Learning outcomes 1, 2, 4 and 5: oral or written questions, professional discussion, reflective account, projects or assignments.</p> <p>Learning outcome 3: observation, witness testimony, products of work, simulation if no naturally occurring evidence available.</p>
L/600/9510	The Safeguarding of Children and Young People in the Play Environment	<p>Learning outcomes 1, 2, 3 and 4: oral or written questions, professional discussion, reflective account, projects or assignments.</p>
H/600/9514	Developing Own Playwork and Team Practice	<p>Learning outcomes 1 and 2: oral or written questions, professional discussion, reflective account, projects or assignments.</p> <p>Learning outcome 3: observation, witness testimony, products of work, reflective account.</p>
R/600/9511	Reflective Playwork Practice	<p>Learning outcomes 1, 2, 3, 4 and 6: oral or written questions, professional discussion, reflective account, projects or assignments.</p> <p>Learning outcome 5: observation, witness testimony, products of work, reflective account.</p>

Annexe E: 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.

Annexe F: 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 G: Useful Resources

This section contains books, packs, videos, website addresses etc. that are about play and playwork. These can be used by both assessment centre staff and candidates. Playwork assessors and verifiers need to be up-to-date with playwork theory and practice themselves, as well as being able to recommend and offer good resources to their playwork candidates.

This is not an exhaustive list – there may well be other recommendable resources that are not listed here but they have not been deliberately excluded.

Play and Playwork

Websites

- Barnardos – www.barnardos.org.uk
- Challenge for Youth – www.challengeforyouth.org
- Childline – www.childline.org.uk – a charitable organization offering information and helplines and young people needing help or advice
- Children’s Play Council – www.ncb.org.uk/cpc/
- Childrens Law Centre – www.childrenslawcentre.org
- CI-NI – www.ci-ni.org
- Early Years, the organization for young children – www.nippa.org
- Face Inclusion Matters (formally Phab Inclusion Matters) – www.faceim.org.uk
- Fairplay for Children - www.fairplayforchildren.org – A national play organization with lots of useful information, discussions and updates about children’s play today and their rights to it
- London Play – www.londonplay.org.uk
- Ludemos – www.ludemos.co.uk/members1.htm
- Mencap – www.mencap.org.uk
- National Children’s Bureau – www.ncb.org.uk - The Children’s Play Council. A leading national play organization working hard to promote play and influence government policy. The site is full of useful information and lists all their publications
- ni4Kids – www.ni4kids.com
- NICMA – www.nicma.org
- Northern Ireland Commissioner for Children and Young People - www.niccy.org
- Northern Ireland Youth Forum – www.niyf.org
- NSPCC – www.nspcc.org.uk
- Play England – www.playengland.org.uk
- Play Scotland – www.playscotland.org
- Play Wales – www.chwaraecymru.org.uk
- Playground Partnerships - www.playgroundpartnerships.org/
- Playwork forum – www.groups.yahoo.com/group/playworkforum

- Save the Children – www.savethechildren.org.uk
- SkillsActive – www.skillsactive.com
- www.freeplaynetwork.org.uk – a network of individuals and organizations committed to promoting free play principles and practice and access to play opportunities
- www.kids.org.uk – a national organization that supports and promotes the rights of disabled children - has some good publications
- www.kidscape.org.uk – a charitable organization that develops training & resources for both children and adults around keeping safe from child abuse and bullying
- www.playlink.org.uk – supports local play service providers across the country promoting and disseminating the values and playwork practice learnt in the free play environment of adventure playgrounds. Has a list of great publications
- www.playwales.org.uk – an independent charity and national play organization promoting and supporting the right to play of all children in Wales
 - www.playwork.org.uk – the National Playwork Unit at Skillsactive supports playwork education and training and playworkers in range of ways. It provides links to interesting websites on the links page
- www.unicef.org/crcartoons - a link from the main UNICEF site that is downloadable cartoons about children’s rights
- www.crin.org.uk – the Child Rights Information Network – committed to all aspects of children’s rights, legal and otherwise
- Youth Council for Northern Ireland – www.ycni.org
- YouthNet NI – www.youthnetni.org

Journals

- *Ip-Dip* – www.ip-dip.com
- *Play Right* – www.ipaworld.org
- *Playwords* – www.commonthreads.org.uk/playwords.aspx
- *Play Today* – www.playengland.org.uk/page.asp?originx_5371d→_64198233264427a2g_200612131711p

Books

These books are appropriate for learners studying at specific levels. Books marked with a ** have sections that are relevant at that level whilst most of the book is more relevant at a higher level

Title and Author	Level	Published by	Available from
<i>A Buskers Guide to Anti-Discriminatory Practice</i>	2	Common Threads	Common Threads website www.commonthreads.org.uk/
<i>A Buskers Guide to Behaviour</i>	2	Common Threads	Common Threads website www.commonthreads.org.uk/
<i>A Buskers Guide to Inclusion</i>	2	Common Threads	Common Threads website www.commonthreads.org.uk/
<i>A Buskers Guide to Playing Out</i>	2	Common Threads	Common Threads website www.commonthreads.org.uk/
<i>A Buskers Guide to Playwork by Shelley Newstead</i>	2	Common Threads	Common Threads website www.commonthreads.org.uk/
<i>A buskers guide to risk by Shelly Newstead</i>	2	Common Threads	Common Threads website www.commonthreads.org.uk/
<i>A Taxonomy of Play Types by Bob Hughes</i>	2/3	Play Education	Play Education www.playeducation.com/
<i>Best Play</i>	2**/3	National Playing Fields Association	Play England website www.playengland.org.uk/
<i>Charter for Children's Play</i>	2/3	Play England	Play England website www.playengland.org.uk/
<i>First Claim: a framework for quality playwork assessment</i>	2/3	Play Wales	Play Wales website www.playwales.org.uk/
<i>It Doesn't Just Happen by Philip Douch</i>	2/3	KIDS	Kids website www.kids.org.uk/
<i>New Playwork –Play and Care for Children by Annie Davy and Jane Gallagher</i>	2**/3	Thomson Learning Vocational	Any bookstore
<i>Play Environments – a question of quality by Bob Hughes</i>	2/3	PlayEducation	Any bookstore
<i>Risk and Safety in Play by Dave Potter</i>	3	Taylor & Francis	Any bookstore
<i>Side by side by Kids</i>	2/3	KIDS	Kids website www.kids.org.uk/

Title and Author	Level	Published by	Available from
<i>Take Ten</i>	2/3	Furzeham Publications	Furzeham website www.furzeham.com/
<i>The Play Cycle by Gordon Sturrock and Perry Else</i>	2/3	Ludemos.co.uk	Ludemos website www.ludemos.co.uk/members1.htm
<i>Understanding Child Development - by Jennie Lindon</i>	2/3	Hodder & Arnold	Any bookstore
<i>Understanding children and young people by Jennie Lindon</i>	2/3	Hodder & Arnold	Any bookstore
<i>Design for Play</i>	2/3/4	Play England	Play England website www.playengland.org.uk/
<i>Foundations of Playwork by Fraser Brown and Chris Taylor</i>	2**/3**/4	Open University Press	Any bookstore
<i>Managing Risk</i>	2/3/4	Play England	Play England website www.playengland.org.uk/
<i>Play by Stuart Brown</i>	2/3/4	Penguin	Any bookstore
<i>Playwork Voices – In Celebration of Bob Hughes and Gordon Sturrock</i>	2/3/4	Playwork London	Any bookstore
<i>Reflective Playwork by Jacky Kilvington and Ali Wood</i>	2**/3/4	Continuum	Any bookstore
<i>The Value of Play by Perry Else</i>	2**/3/4	Continuum	Any bookstore
<i>My Right to Play – a child with complex needs by Robert Orr</i>	3	Open University Press	Any bookstore
<i>The Genius of Play by Sally Jenkinson</i>	2/3	Hawthorn Press	Any bookstore
<i>Evolutionary Playwork and reflective analytic practice by Bob Hughes</i>	3/4	Taylor & Francis	Any bookstore
<i>First Claim: Desirable Processes</i>	3/4	Play Wales	Play Wales website www.playwales.org.uk/
<i>Play Culture in a Changing World by Marjatta Kalliala</i>	3/4	Open University Press	Any bookstore

Title and Author	Level	Published by	Available from
<i>Playwork – Theory & Practice by Fraser Brown</i>	3/4	Open University Press	Any bookstore
<i>Speculations and possibilities by Bob Hughes</i>	3**/4	Playwork London	Any bookstore
<i>The Excellence of Play by Janet Moyles</i>	3/4	Open University Press	Any bookstore
<i>Animal Play: Evolutionary Comparative & Ecological Perspectives by Marc Bekoff & John Byers</i>	4+	Cambridge University Press	Any bookstore
<i>Play for a change</i>	4+	Play England	Play England website www.playengland.org.uk/
<i>The Ambiguity of a Play by Brian Sutton-Smith</i>	4+	Harvard University Press	Any bookstore
<i>The Genesis of Animal Play: Testing the Limits by Gordon Burghardt</i>	4+	The MIT press	Any bookstore

These levels are not fixed. A new learner entering on to a level 3 programme may find it useful to read books on the level 2 list. Likewise a level 2 or level 3 learner in playwork may already have completed a first degree in a non related subject and may find reading a book at level 4+ to be useful.

Annexe H: Assessment Guidance

Assessment Tasks for the Pearson Edexcel Level 2 Certificate in Playwork (QCF)

Assessment tasks – units 1-8

For units 1-8 there are a number of assessment tasks that are undertaken by the learner group during specific course sessions. Tutors should refer to the 'Internal Assessment Tasks' (page 137) and the accompanying 'Assessment Guidance' (page 135) to be clear about these so that they can be planned into their training programme.

The tasks have been set by Pearson and are assessed (marked) and internally verified by the centre. The Pearson Quality Advisor will verify the assessment and internal verification decisions involved.

Assessment Guidance for the Pearson Edexcel Level 2 Certificate in Playwork (QCF)

Assessment tasks – units 1-8

In order to assess units 1-8 of the new playwork qualifications, Pearson is using a variety of assessment methods in addition to the test already described. This is to make assessment fit-for-purpose; many learners have a learning style that is much more 'hands-on'. It also makes assessment more interesting and less onerous for both learner and assessor.

The methods include:

- 1 Observation of candidate at work by assessor
- 2 Observations by candidate of children playing
- 3 Individual reflections
- 4 Written answers to set questions
- 5 Individual preparation towards group tasks
- 6 Guidance follows for each method.

1 Observation of candidate at work by assessor

Both a blank pro-forma and a completed example for this can be found on pages 142, 143 and 144 of this pack.

The assessor will spend around 30 minutes observing the learner and completing their observation notes, being as unobtrusive as possible. The assessor is specifically observing to see if the learner meets the criteria stated.

The assessor will also spend some time after the observation questioning the learner with follow-up questions to establish competence and related knowledge. These will include specific questions about what they have seen that are relevant to the criteria and the questions and their answers should be recorded (in writing, e.g. using the pro-forma, or an audio system). Often observations of playworkers will yield very little evidence without this conversation afterwards as their competence is determined by what they thought and felt at the time and assessors will not know this without asking questions - they cannot make assumptions about a learner's competence based on what the assessor already knows about the learner.

2 Observations by learner of children playing

Both a blank pro-forma and a completed example for this can be found on pages 140 and 141 of this pack.

The learner should spend around 10 – 20 minutes doing their observation and concentrate on a distinct group of children rather than trying to take in the entire play setting. It is recommended that they do this on a number of occasions (minimum 8) over the duration of the course and choose one of their completed observations to submit for assessment.

They should:

- Be as unobtrusive as possible
- Record exactly what they observe
- Maintain confidentiality and anonymity when recording observations
- Abide by the setting's procedures
- Tell their colleagues what they are doing and get their co-operation
- Spend as much time as possible watching rather than writing – consider using shorthand or abbreviations
- Show afterwards the play types and cues/returns/frames relevant to the observation
- Reflect on any issues arising

They should **not**:

- Interfere or stop the flow of the children's play
- Get so close that they significantly impact upon the children's play
- Make assumptions about what they observe
- Try to observe everything that is happening at the play setting

3 Individual reflections

Again it is recommended that learners do regularly record their thoughts and feelings about their practice and particularly any interventions they make, as this will a) give them more material when selecting examples for assessment and b) encourage greater self-awareness and reflective practice.

4 Written answers to set questions

These are self-explanatory. Do encourage learners to give full and descriptive answers and not to assume that their assessor will 'know what they mean'. The recorded answers must be the learner's own.

5 Individual preparation towards group tasks

This method is used for a number of reasons; it reinforces learning, builds on ideas, values oral contributions and generates greater reflection.

Each group task will require individual learners to have done some thinking and planning for it which they should record and bring with them to the session allocated for the task. Each task will stipulate the input and preparatory questions to be given to learners before the task session. Tutors should emphasise the importance of this preparation and inform learners that their notes will be evidence for assessment.

On the day of the session, the assessor should check that each learner has brought their preparatory notes with them and will then set up the group task. Throughout the exercise they should be aware of and watch out for (and encourage if need be) the contributions and participation of each learner. Wherever possible, a written or photographic record of the group's work should also be kept.

Annexe I: Internal Assessment Tasks

Please note that these materials are the property of Pearson and only for the use of centres approved to deliver the Pearson Edexcel Level 2 Certificate in Playwork (QCF)

Delivery Guidance

Pearson strongly recommends that when centres are developing their training programmes/ schedules of work for the Pearson Edexcel Level 2 Certificate in Playwork (QCF) they start by covering the understanding of play and the role of the playwork which are contained within unit 1 – Playwork Principles.

Learners should be encouraged to start the process of observation and reflection from the beginning and so it is advisable to next cover the content of unit 3 – Supporting Children and Young People’s Play.

For the Pearson Edexcel Level 2 Certificate in Playwork (QCF)

Unit 1 – Playwork Principles

Group Task 1 – Playwork Principles

Following input over a few sessions on the importance of play according to Principles 1 and 2 and the role of the playworker according to Principles 3, 4 and 5, ask learners to individually make notes of possible answers to the following questions ready to contribute to a summarising discussion:

- 1 *Why is it important that children freely play?*
- 2 *How does playing help children’s overall development?*
- 3 *How do playworkers support children freely playing?*
- 4 *Why do playworkers need to talk about and promote playing to other adults?*

At the next course session, create large mind-maps or charts that include learners’ answers – ensure that there is also wide-ranging discussion.

Unit 2 – Working Within a Play Environment with Children and Young People

Group Task 2.1 – Relationships with Children and Young People

Ask learners beforehand to individually make notes of several possible answers to the following questions:

- 1 *What are the key ways a playworker builds and keeps relationships with children and young people?*
- 2 *How does a playworker make a play space more inclusive and stimulating and why should they?*

In the next course session, ask group(s) to:

- a) Make a large drawing of a playworker that will include everyone's ideas of how playworkers relate to all children and young people and why this is important
- b) Draw or make a model of an inclusive and stimulating play space that incorporates everyone's ideas

Unit 2 – Working Within a Play Environment with Children and Young People

Group Task 2.2 – Supporting a Safe and Challenging Play Environment

Give learners a copy of the 'Spot the hazard' picture (on the next page).

- a) Ask them to individually identify as many hazards as they can (at least 20) where children are playing
- b) Ask them to answer the following question:
 - 1 *What should the playworkers do about these without adulterating play and why?*

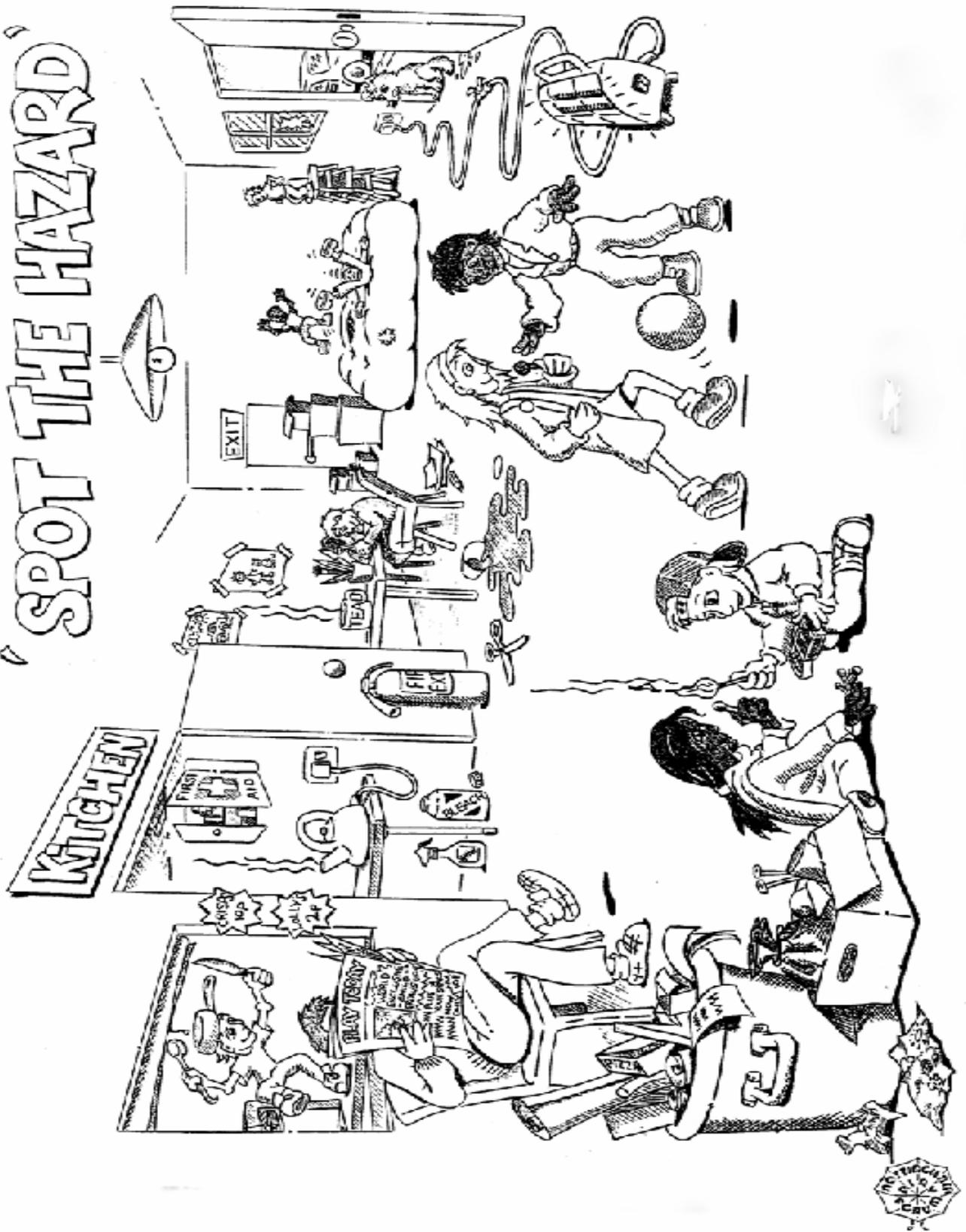
In the next course session hold group discussion(s) that explores learners' contributions.

Unit 2 – Working Within a Play Environment with Children and Young People

Written Questions

- 1 What are the responsibilities of the playworker for tidying up and checking resources and equipment?
- 2 Give **four** different examples of the ways in which children and young people could be harmed.
- 3 How does a playwork organisation protect its staff members and volunteers?

'SPOT THE HAZARD'



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Unit 3 – Supporting Children and Young People’s Play

Observation Task - Observing Children Playing

Learner’s name	
Venue	
Date of observation	
Number of children observed and approximate ages	

Please describe below what you saw and heard	Show in this column what play types and components of the play cycle you saw

How is what you have seen ‘freely-chosen, personally-directed and intrinsically-motivated?’
Were any adult interventions appropriate? Why/not?
Give examples of three other play types you have seen and what you saw.

Unit 3 – Supporting Children and Young People’s Play

Observation Task - Observing Children Playing

Learner’s name	Emma Smith
Venue	Middletown Playcentre
Date of observation	3 March 2010
Number of children observed and approximate ages	3 boys and 2 girls 8-10

Please describe below what you saw and heard	Show in this column what play types and components of the play cycle you saw
<p>Five children started playing 'I dare you...' They took turns to set challenges and forfeits. It started off with dares like singing a Michael Jackson song and dancing some of the Thriller routine and climbing a tree to a certain branch and crossing the playground with their eyes shut... They all fulfilled the dares and there was lots of cheering. Then one of the girls dared one of the boys to kiss another boy and he said 'no way!' They all joined in then saying 'you've got to do it' and 'you're out the game if you don't' and then they started chanting 'chicken, chicken...' The boy looked uncomfortable and like he was weighing up the odds but eventually he leaned over and with a show of great distaste planted a kiss on the other boy's forehead - both boys then rubbed their respective faces 'clean' and pulled all manner of 'disgusted' faces while all the others hooted with laughter which both boys then joined in.</p> <p>Then one of the other boys said 'come on, race you to the bushes and back and they all took off shouting and laughing and jumping on each other. I heard one of the workers saying "oi you lot, be careful" as they passed by her.</p>	<p>Cues and returns Narrative play frame Dramatic play Physical play frame</p> <p>Social play</p> <p>Communication play</p> <p>Locomotor play Rough and tumble play</p>

<p>How is what you have seen 'freely-chosen, personally-directed and intrinsically-motivated?'</p> <p>They were making up their own game as they went along and they were all choosing to keep it going - they were obviously enjoying it - even the discomfort. And when they'd had enough they just moved on....</p>
<p>Were any adult interventions appropriate? Why/not?</p> <p>The worker telling them to be careful was not appropriate. They were okay and not invading anyone else's space or taking great risks or anything - it just wasn't necessary to say that.</p>
<p>Give examples of three other play types you have seen and what you saw.</p> <p>Pretending a piece of rope was a snake - symbolic play A girl being a witch and putting spells on others - fantasy play A boy taking an old video recorder apart and investigating the bits - exploratory play</p>

Describe here, as fully as possible, what the learner did and said	Log in this column where/ which criteria were met

--	--

Record here the post-observation questions asked to ensure criteria were met, and their responses

--	--

Name of assessor		Signature		Date	
Name of learner		Signature		Date	

Unit 3 – Supporting Children and Young People’s Play and Unit 2 – Working Within a Play Environment with Children and Young People

Observation by Assessor – Your Assessor Observing You as a Playworker

The following criteria in unit 3 should be observed and clarified through questioning

<p>Unit 3 – Supporting Children and Young People’s Play</p> <p>Learning outcome 2: Be able to support children and young people’s play</p>	<p>2.1 Make a variety of “loose parts” available to children and young people</p> <p>2.2 Give attention to children and young people’s play whilst being sensitive to own impact on the play space</p> <p>2.3 Identify play cues and returns</p> <p>2.4 Provide playful responses to play cues</p> <p>2.5 Work as a team member when supporting children and young people’s play</p>
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These criteria from unit 2 may also be observed

<p>Unit 2 – Working Within a Play Environment with Children and Young People</p> <p>Learning outcome 3: Be able to contribute to an inclusive and stimulating play environment</p>	<p>3.1 Develop an effective rapport with children and young people in a play environment</p> <p>3.2 Treat children and young people in a play environment with honesty, respect, trust and fairness</p> <p>3.3 Communicate with children and young people in a play environment as appropriate to their needs</p> <p>3.4 Suggest ways in which a play environment could be made more inclusive and stimulating</p>
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Learner’s name	Emma Smith
Play setting	Middletown Playcentre
Date of observation	10 January 2010

<p>Record of observation</p> <p>Describe here the setting: number and age range of children, what’s in the environment, what’s going on, etc</p> <p>Local authority funded playcentre, comprising of large indoor space with toilets, a small kitchen and a small office, plus a big portakabin outside for storage of larger equipment and materials. Inside there are cupboards and drawers around two walls, with stacked chairs, tables, mats and cushions, with children’s paintings, centre policies, photos and posters on 2 walls and some of the ceiling. There is a notice board for parents with lots of community information and advice, plus leaflets. Outside there are paved, lawn, bark and bare earth surfaces, with a few small wooden structures and tyres, a sandpit, a home-made pool, small garden beds and a shed-type hut. There are a few trees and bushes around the fenced perimeter. A large climbing frame and a swing have recently been removed due to metal fatigue and Sheila has been discussing new plans for the outside space with the children and how to raise funds for this. The whole place has a good feeling about it - one of freedom and expectancy.</p>

Describe here, as fully as possible, what the learner did and said	Log in this column where/ which criteria were met
<p>Emma greets colleague - this is the first day back after the winter break - asks how he is, what kind of holiday he has had etc. and they swap notes with good humour. They chat through who they think will come today (only one of the local schools has gone back today) and agree that they will probably be hyper as they will have been cooped up at home. Whilst talking, they are sorting out the materials in the cupboards - paint, modroc, cones, string, dressing up stuff etc.</p>	<p>3.2.5 3.2.1</p>
<p>5 children and 1 parent burst through the door and Emma greets the youngest ones happily on one knee and starts chatting and listening to all their news from the holidays. There is a clear rapport - they obviously have been bursting to tell her and know that she will listen and be interested.</p>	<p>2.3.3 2.3.1</p>
<p>The children then start to look around and pick up things lying about and ask Emma to get out some tables so they 'can do something with this cardboard'. She gets the tables and asks them where they want them put.</p>	<p>3.2.3 3.2.3</p>
<p>4 more children arrive and again Emma greets them, also asking one boy if he is feeling okay 'not like you to be cold - you usually throw your coat off when you come in - are you alright?' She signs them all in on the register whilst continuing to listen and ask questions. One older boy tells her all about his homework subjects; she listens with interest and asks more; sympathises etc.</p>	<p>2.3.2</p>
<p>She gets chairs out round the tables and picks up a ball of wool that has unwound everywhere and winds it up. Girl asks her what some roll of material is for - she explains it's for the modroc and the girl immediately asks if she can make a mask and another says she wants to as well. Emma says 'fine, come to the portakabin then and we'll get out what you need'. As she gets keys from the office, older boy tells Emma he's going to gather all the balls he's seen outside and pump up the ones that have gone down if she will find him a pump - she agrees. Emma goes to portakabin with the girls, followed by the older boy. The girls tell me to write down that 'Emma is kind'. Some boys rush out saying that girls smell and the girls retort back with indignant laughter - Emma ignores it all and carries on finding mask moulds. Another boy comes in asking for egg box trays for his alien weapons and Emma gets them too and comes back into the centre and ensures everyone gets what they need.</p>	<p>2.3.3 3.2.1</p>
<p>Talks with the girls about what else they need for their modroc 'you need a bowl of warm water to soak the strips in'. They sort themselves out getting things and asking if they can't find what they want. She shows them how to test the temperature of the water by sticking an elbow in first which they think is funny. Everyone seems happily occupied. Emma watches the young boy immersed in building Lego on his own on the floor and making all kinds of high-pitched noises at the same time.. She catches her colleague's attention and nods towards the boy with a smile. Emma cuts up modroc strips and looks around periodically. She appears to be unobtrusively listening to the conversation at the boys table (which seems to be the storyline of characters behind their egg box creations).</p>	
<p>The three older children then announce they want to play a large group game with everyone in the dark. The other children ignore this and Emma asks them questions to negotiate the issue of fairness here, as all the others are happily engaged. They decide to wait until later.</p>	<p>2.3.4</p>

Record here the post-observation questions asked to ensure criteria were met, and their responses

Q. What loose parts are available here and where do they come from?

A. We all try to collect what we can & we go to the scrap store regularly. I even ask for stuff out of people's skips like wood, wheels etc.

Q. Why did you say nothing when the boys said the girls smell?

A. They were all just playing and the girls didn't need me standing up for them and getting in the way!

Q. Can you identify some play cues and returns you have seen today?

A. The star wars type game going on behind me was just one after another!

Q. Did you respond to any play cues today?

A. I guess by getting out what they asked for...

Q. Why did you get your colleague to look at the boy playing Lego?

A. He's new and we've been told he can't concentrate on anything - I was checking we were both seeing how absorbed he was!

Name of assessor	Jo Green	Signature	<i>J Green</i>	Date	10.01.10
Name of learner	Emma Smith	Signature	<i>e Smith</i>	Date	10.01.10

Unit 3 – Supporting Children and Young People’s Play

Individual Reflection 1 – Learning Points

Learner’s name	
Date of reflection	

What triggers my interventions in children’s play and why?

Give examples of **two** occasions when you have intervened and what you learnt from this

What feelings have I experienced when watching children playing?

Describe **two** different occasions and what you have learnt from this

Why is it important to reflect on what you say, do and feel when you are around children playing?

Unit 3 – Supporting Children and Young People’s Play

Individual Reflection 1 – Learning Points

Learner’s name	Emma Smith
Date of reflection	31 January 2010

What triggers my interventions in children’s play and why?

Give examples of **two** occasions when you have intervened and what you learnt from this

There was a group of children wanting to build dens with a tarpaulin so I found some lengths of washing line for them. They were having trouble working out how and what to tie it to, so I told them how to do it and then got involved doing it. I realised after a bit that they were letting me do it all and seemed to have lost interest. When I thought about it, I thought I'd just taken over really because I thought I knew best, but I didn't give them a chance to work it out for themselves or even try something different. So I spoiled it really and that's probably why they weren't bothered any more. Next time I'll hold back for longer and see what happens.

There was another time when there was a girl sitting on her own looking pretty miserable and I asked her if she was alright. She said that the other girls had told her they didn't want her to play. So I went and asked them if they would let her play because she was upset and then the first girl said "No I wasn't - I didn't want to play anyway" and she walked off. At first I thought 'what's going on?' but then I realised that because I can remember feeling rejected, I just did the first thing that came into my head and actually I showed her up by telling them she was upset and made it worse for her. I told her I was sorry later. Maybe next time I should ask her what she thinks might be helpful.

What feelings have I experienced when watching children playing?

Describe **two** different occasions and what you have learnt from this

Sometimes I feel anxious when I see children wrestling - I always think they're going to really hurt each other or get mad with each other and it will all go wrong. And then I start imagining that an angry parent will tell me off for allowing it and that I won't know what to say. I talked about this at the staff meeting because the others don't seem to mind them playfighting and they said that it was nearly always okay and that children were much more in control than I thought. I started watching more and realised that my anxious feelings were more about me and my worries about parents than about the children actually getting hurt, because they hardly ever do.

The other day it was my turn to get all the nails out of the wood on the woodpile that the children use for building. I spent ages doing it and got a nasty splinter as well. Then some of the newer children came in and wanted to do some building and ended up just knocking nails in unnecessary places to get the feel of how to hammer. I found myself getting really wound up with them and wanting them to 'do it properly' and really it was because I'd had a frustrating couple of hours and would have to do some more 'de-nailing' now. Being a playworker isn't always fun!

Why is it important to reflect on what you say, do and feel when you are around children playing?

It is important because otherwise you just jump in and do and say things thinking you're right when actually you're not seeing things from children's point of view and they see things very differently to adults. If we don't think about all this, then we won't be able to meet the Playwork Principles and understand play more from a child's perspective.

Unit 4 – Relationships in the Play Environment

Group Task 4.1 – The Group Agreement

In a course session, ask learners to reflect back on any group agreement that had been made earlier and to review it now (or create one now if none exists) using the following questions:

- 1 *What do you want to happen or not to happen?*
- 2 *What do you want other people to do or not do, say or not say?*
- 3 *What do you personally need in order for you to get the most out of this course?*

Answers to these questions need to be written up on flipchart paper - the group will then discuss these, making sure everyone understands what has been written and why, coming to an agreement that will as far as possible meet individuals' needs.

The group then needs to address the following questions and every learner participate in writing up the answers; tutor to ensure this as part of assessment process:

- 4 *Was this a two-way process? How do you know it was and why should it be?*
- 5 *Did everyone have the opportunity to contribute and why is that important?*
- 6 *If you were doing this with children and young people how would it have been affected by:*
 - *their stage of development?*
 - *any impairment they might have?*
- 7 *What is the point of a group agreement? Do children and young people make these themselves, and if so, how?*
- 8 *What happens when there is disagreement or an argument?*
- 9 *At what point might children need support from a playworker and why?*

Unit 4 – Relationships in the Play Environment

Group Task 4.2 – The Impact of Transitions on Relationships

Ask the group to identify transitions that children and young people may go through in their lives, ensuring that those 'first' experiences and rites of passage from children's perspectives too are included. Each learner is then to individually list **five** or more examples of transitions that children and young people may experience and to make notes and contribute to a group discussion around the following questions:

- 1 *How might these transitions affect children's action and feelings?*
- 2 *How might a playworker support children and young people experiencing transitions?*

Note some examples:

Bereavement	first kiss
Moving school	first bike ride without stabilisers
Long term illness	first length of swimming pool
Disabling injury or illness	first boy/girlfriend
Moving house	going out without adult supervision

Unit 4 – Relationships in the Play Environment

Written Questions

- 1 When is it important to focus on an individual child or young person rather than the group as a whole? Give **4** examples
- 2 As they move through childhood, how do children's and young people's relationships with each other and with adults change?
- 3 What happens when children are playing that helps them with relationship development?

Unit 5 – Health and Safety in the Play Environment

Individual Reflection 2 – Assisting Children and Young People to Manage Risk

Learners to identify a situation that they have had to deal with that involved each one of the following kinds of hazards (this could be up to four different incidents):

- Physical
- Emotional
- Behavioural
- Environmental

Learners to consider the following questions in their account for each incident:

- 1 *How did you know it was a hazard?*
- 2 *What did you do with*
 - *the children and/or young people?*
 - *yourself?*
- 3 *Did you report it to anybody? If so, who and why?*
- 4 *Looking back on these incidents now, could you have done anything differently that would have better supported the children and/or young people to be responsible for themselves? If so, what and how?*
- 5 *Why is it important that children and young people, including disabled children and young people, assess and manage risk for themselves when playing?*

Unit 5 – Health and Safety in the Play Environment

Written Question

- 1 *What do playworkers legally need to do in relation to children's and young people's health, safety and welfare?*

Unit 5 – Health and Safety in the Play Environment

Group Task 5 – Responding to Emergencies

Explain to learners that an emergency is defined as a situation that requires an immediate response. In other words, they need to do something straight away.

Ask them to look back at their reflections on how they dealt with some hazardous situations; were any of these incidents an emergency or could they have become one?

Ask them to individually make some notes about this, in order to contribute to a group discussion at the next session.

At the next session, get learners to all participate in categorising the different kinds of emergencies faced in play settings and discussing the various procedures in dealing with these. This could be done by creating giant flowcharts or using role-play.

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

Written questions

- 1 What policies and guidance on safeguarding exist in your setting, including local procedures?
- 2 What are your safeguarding responsibilities? Give 3
- 3 Give an example of bullying and explain why this is so.
- 4 The signs of abuse can be subtle. Give examples of how these might be expressed by children:
 - during play
 - in what they create
 - in how they relate to others
- 5 What examples can you give of personal hygiene that would interfere with one child playing with another? What might you do about this?
- 6 Could hunger affect a child's play? If so, what might you do about it?
- 7 When might a playworker need to provide intimate personal care? Give 3 examples

Why is it important that a child or young person has the right to have a say in decisions that affect them?

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

Individual Written Task – Responding to Concerns about Children and Young People’s Welfare

Ask the learner to read carefully through the following scenario and then answer the questions following as fully as they can.

Daniel is a boy aged seven who lives with his father and his sister and who has recently started coming to your setting. He is a quiet boy who keeps to himself much of the time and enjoys building things and digging.

The weather has been very warm recently and the children have been having water fights and often asking for the water slide. Daniel, however, has not wanted to take part in any of this and has insisted on always wearing his long trousers despite the sunshine.

- 1 *As a playworker what are your thoughts about Daniel?*
- 2 *Do you have any concerns about him?*
- 3 *Which of these concerns are factual?*
- 4 *Are any of these concerns based on possible assumptions or prejudices?*
- 5 *Are any of these potential safeguarding concerns?*
- 6 *Would you share any of your concerns with anyone else? And if so*
 - *who would you share it with?*
 - *what exactly would you share?*
 - *how would you share it?*
 - *why would you share it?*
- 7 *Who would you go to for support or advice if needed?*
- 8 *Where else could you go for information, advice or support on safeguarding children?*
- 9 *What frameworks, systems and guidance exist to support the welfare and safety of children?*
- 10 *In what ways could assumptions and prejudices hinder good safeguarding practice?*

Unit 7 – Developing Own Playwork and Team Practice

Group task 7 – Working as Part of a Playwork Team

During a course session, carry out the following exercise:

Ask the learners to imagine they are all a staff team of playworkers about to have a staff meeting to decide how to spend a windfall grant of £1000.00.

You have a number of cards to be randomly distributed that identify the starting point of each person's contribution to this meeting. This is to ensure that there will be plenty of debate and learners are free during the 'meeting' to change their minds as they go along.

Make cards with the following possible ways to spend the money:

- Making the play space more 'affective' by considering different forms of lighting
- Making the play space more 'affective' by considering different ways of making or hearing music
- Making the play space more 'affective' by redecorating walls and ceilings etc and creating movable partitions with the children
- Making the play space more 'affective' by buying in a variety of sensory fabrics and loose parts
- Making the play space more 'affective' by creating with the children a landscaped area with willow dens and smelly plants etc
- Buying some specialist arts/crafts equipment e.g. candle-making, batik and screen-printing
- Buying some specialist arts/crafts equipment e.g. buying a kiln for pottery
- Buying some specialist arts/crafts equipment e.g. to create decent and accessible storage for paper, card and other materials
- Buying some specialist arts/crafts equipment e.g. a woodworking lathe and tools and different kinds of woods
- Buying some specialist arts/crafts equipment e.g. external frames for giant murals etc
- Buying IT equipment e.g. computer and games
- Buying IT equipment e.g. multiple X-box
- Buying IT equipment e.g. multiple Wii
- Buying IT equipment e.g. karaoke machine
- Buying IT equipment e.g. dance mats
- Making the space fully inclusive e.g. converting a toilet into an accessible toilet
- Making the space fully inclusive e.g. buying posters, books and resources that reflect diversity
- Making the space fully inclusive e.g. fitting automatic doors
- Making the space fully inclusive e.g. increasing the external lighting and offering discounts for poorer families
- Making the space fully inclusive e.g. by sending staff on KIDS training

- Improving opportunities for staff personal development e.g. through visiting a variety of other settings
- Improving opportunities for staff personal development e.g. by paying for mentors, non-line managerial supervisors or appraisers
- Improving opportunities for staff personal development e.g. by paying for everyone to attend playwork conferences in the next year
- Improving opportunities for staff personal development e.g. by buying in books and resources recommended on training courses that staff couldn't afford to buy themselves
- Improving opportunities for staff personal development e.g. buying equipment to film what is going on in the play setting so that this can be used for regular reflection and discussion

After giving out the cards, start and facilitate the 'meeting'.

After an agreed time, e.g. 15 minutes, call proceedings to a halt and initiate a discussion about what has happened ensuring the following points are covered and that everyone participates in recording group answers:

- 1 *Was there clear communication?*
- 2 *How were different opinions constructively challenged?*
- 3 *Was everyone included? Did they all feel included?*
- 4 *How were conclusions reached, if any?*
- 5 *Did any aspects of the debate make people think more about inclusion and diversity?*
- 6 *Did any aspects of the debate make people think about their own practice?*

Unit 7 – Developing Own Playwork and Team Practice

Written Questions

- 1 How do you know or find out what you need to do to improve your playwork practice?
- 2 How can your colleagues and manager help you develop your playwork practice?

Unit 8 – Reflective Playwork Practice

Group Task 8.1 – Supporting Children and Young People to Create Play Spaces

Ask learners to think over their practice and make notes to bring to the next session that include real-life personal and practical examples of when they have:

- helped children and young people create or adapt spaces for playing
- intervened in a way that supported or enhanced play
- sparked play or offered new play experiences
- brought play to an end when sessions come to a close

Ask learners to share one example of each in small groups using this as an opportunity to learn from each other and share ideas. Then ask them to discuss the following questions and make group notes of the answers:

- 1 *How do you know which children and young people to support and when?*
- 2 *Do different children and young people need different levels of support and why?*
- 3 *Do the interventions shared conform to the Playwork Principles?*
- 4 *How do we know what children and young people's play needs and wants really are?*
- 5 *What might stop some children from playing?*

Unit 8 – Reflective Playwork Practice

Group Task 8.2 - Reflecting on Playwork Practice

From the outset of the course, learners should be regularly recording observations of children playing and collecting noted reactions and responses of children and young people, parents/carers and of colleagues to what goes on in the play environment.

When learners have got several, ask them to look through and reflect on their notes and observations, considering the following:

- *What do these say about what children and young people need and want to play?*
- *What have I learnt about how to better support play?*

Ask learners to then bring their notes, thoughts and observations to a particular course session and be ready to contribute to a discussion that covers:

- 1 *How they undertook observations of children and young people playing.*
- 2 *How they gathered reactions and responses to what goes on in the setting of:*
 - *children and young people*
 - *parents/carers*
 - *colleagues*
- 3 *How they have used observations and feedback to:*
 - *better understand play*
 - *improve their playwork practice*

Annexe J: Assessment Plan and Summary of Achievement

Learner name:

All assessment tasks are externally set by Pearson, internally marked and verified and externally verified

Assessment task	Unit	Assessment criteria	Assessor sig and date	IV sig and date
Group task 1 Playwork principles	1	1.1, 1.2, 2.1, 2.2		
Group task 2.1 Relationships with children and young people	2	1.1, 1.2, 1.5, 1.6, 3.1, 3.2, 3.3, 3.4		
Group task 2.2 Supporting a safe and challenging play environment	2	2.3, 2.4, 2.5, 2.6		
Observation task Observing play	1	1.3		
	3	1.1, 1.2, 1.3, 1.4, 1.5		
Individual reflection 1 Learning points	1	2.4, 2.5		
	3	3.1, 3.2, 3.3		
Observation by assessor Your assessor observing you playworking	2	3.1, 3.2, 3.3, 3.4		
	3	2.1, 2.2, 2.3, 2.4, 2.5		
Written questions Short-answer questions	2	2.7, 4.2, 4.4		
	4	1.1, 1.5, 3.1, 3.2		
	5	1.1		
	6	1.1, 1.2, 1.3, 2.2, 2.4, 4.1, 4.2, 4.3, 4.5		
	8	1.2, 1.3		

Assessment task	Unit	Assessment criteria	Assessor sig and date	IV sig and date
Group task 4.1 The group agreement	4	2.1, 2.2, 2.5, 2.6, 2.7, 3.3, 3.5, 3.6, 3.7, 3.8		
Group task 4.2 The impact of transitions on relationships	4	4.1, 4.2, 4.3		
Individual reflection 2 Assisting children and young people to manage risk	5	1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3		
Group task 5 Responding to emergencies	5	5.1, 5.2, 5.3		
Individual written task Responding to concerns about children and young people's welfare	6	3.1, 3.2, 3.3, 3.4, 3.5, 3.6		
Group task 7 Working as part of a playwork team	7	1.1, 1.5, 2.1, 2.5, 2.7, 2.8, 2.9, 3.5		
Group task 8.1 Supporting children and young people to create play spaces	8	1.1, 1.5, 2.1, 2.3, 2.4, 2.5, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3		
Group task 8.2 Reflecting on playwork practice	7	3.1, 3.2, 3.3		
	8	3.1, 3.2, 3.3, 6.1, 6.3, 6.4, 6.5, 6.6		

Learner declaration

I declare that all the work produced to meet the assessment criteria above has been my own work. Group work may have been used to generate some of the evidence, where permitted.

Signed _____ Date _____

By signing off pieces of evidence in the Summary of Achievement table above, assessors and IVs are confirming that the evidence is authentic and produced according to the guidance provided by Pearson.

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