Pearson
Edexcel Level 3 Certificate in Playwork (QCF)

Specification

NVQ/Competence-based qualification

First registration August 2014

PEARSON

Edexcel, BTEC and LCCI qualifications

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About Pearson

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Contents

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 3 Certificate in Playwork (QCF)
QCF Qualification Number (QN)	601/1140/9
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	29/08/2013
Operational start date	01/08/2014
Approved age ranges	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 *Annexe C*.
Credit value	32
Assessment	Portfolio of Evidence (internal assessment)
Guided learning hours	240
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 Pearson Access and Recruitment Policy (see *Section 9, Access and Recruitment*)
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 3 Certificate in Playwork (QCF) is for learners who work in, or want to work in the playwork sector.

It gives learners the opportunity to gain a qualification that offers entry into a senior role in the playwork sector by covering all the knowledge, understanding and skills required for a role in which the playworker may be involved in reviewing or analysing strategies, policies and procedures. Learners will also have the opportunity to achieve a nationally-recognised Level 3 qualification and develop their own personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a replacement for the EDI Level 3 Certificate in Playwork (QCF), which has expired.

Progression opportunities through Pearson qualifications

Learners who achieve the Pearson Edexcel Level 3 Certificate in Playwork (QCF) can progress to 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 3 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	32

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	J/602/1798	Understand Playwork Principles	3	4	35
2	L/602/1799	Understand Children and Young People's Self-Directed Play	3	5	35
3	Y/601/1695	Understand How to Safeguard the Wellbeing of Children and Young People	3	3	25
4	T/602/1800	Understand the Organisational Framework for Play	3	4	35
5	M/601/1699	Understand How to Support Positive Outcomes for Children and Young People	3	3	25
6	A/602/1801	Understand Relationships in the Play Environment	3	3	20
7	F/602/1802	Understand Health, Safety and Security in the Play Environment	3	2	15
8	J/602/1803	Understand How to Plan for and Support Children and Young People's Self-Directed Play	3	5	40
9	A/601/1429	Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	3	3	10

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: Understand Playwork Principles

Unit reference number: J/602/1798

QCF level: 3

Credit value: 4

Guided learning hours: 35

Unit aim

The aim of this unit is to cover knowledge and understanding of the principles of playwork 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 Understand the role of, and need for, play	1.1	Explain the innate drive for children and young people to play	☐ Play is a necessity: key to development, learning, acquisition of skills, risk, independence, natural drive, areas of development, abilities, likes, choices, outlook on life, pace, identity, stages of development, goals
	1.2	Analyse how play is necessary for all children and young people's development and well being	☐ Health and well-being, self-confidence, self-esteem, social interaction, reduce isolation, enhance personal coping skills, exercise, challenge, maintain good health, ideas, feelings, relationships, social interaction, exploration
	1.3	Explain what is meant by play being a biological, psychological, sociological necessity	☐ Fundamental to all areas of development, innate/inborn impulse to play, healthy development, instinct, ideas, interests, benefits of play to all aspects
			☐ Biological: how play helps a child physically and how the experiences learnt through play help build skills need to cope in the world
			☐ Psychological: how play helps a child psychologically and helps them to make sense of the world
			☐ Sociological: how play helps with the child's social skills, behaviour and social expectations

Learning outcomes		Assessment criteria		Unit amplification
2	Understand children and young people's rights in relation to play	2.1	Evaluate the importance of the UN Convention on the Rights of the Child in relation to play provision	☐ The right to play is a human right for children and young people up to 18 years of age: enshrined in the UN Convention on the Rights of the Child ☐ Article 31 of the UN Convention on the Rights of the Child recognises the rights of children to rest and leisure: engage in play and recreational activities appropriate to their age, participate freely in cultural life and the arts
		2.2	Explain how playwork organisations seek to meet the rights of all children and young people for play	☐ The right to play: planning, resources, availability, training, competence, assessment, observation, monitoring, review, communication, input from parents/carers, support, policies/procedures, practice, risk assessment, enabling, differentiation ☐ Know what playwork organisations do and provide in order to meet the rights of all children and young people to play

Learning outcomes	Assessment criteria		Unit amplification
3 Understand the role of the playwork team in supporting children and young people's play	3.1	Explain the importance of a team approach to supporting children and young people to create play spaces	☐ Team approach: consistency, continuity, safety, duty of care, sharing of expertise/skills, play strategies, play spaces, trust, participation, space, communication, inclusion
	3.2	Explain the role of playworkers acting as advocates for play	☐ Act as advocates for play when involved in adult-led agendas: building relationships/networks, organisational development tasks, liaison with practitioners/parents/carers
	3.3	Evaluate different interventions a playwork team can use to support children and young people's play	☐ Inspiring spaces: only organise when the children want it, facilitate, support the construction and adaptation of play environments, identify and remove barriers, empower ☐ Reflective practice, wait to be invited, enable play to occur un-interrupted by the team, children to explore their own values, let children decide why they play, leave the content/intent of play to the children, leave children to improve own performance, enable children to decide what is appropriate behaviour
	3.4	Explain the importance of balancing the needs and rights of individual children and young people with the needs and rights of others	☐ Risk, safeguarding, exploration, harm, choice, rights, abilities, freedom to choose, the right to play, privacy, respect, priorities, duty of care, risk
	3.5	Evaluate the impact of playworkers on the play space	☐ Impact of playworkers: supportive, unobtrusive, wait to be invited, enabling, enhancing, children direct own play, facilitating, safe, duty of care, observation
	3.6	Evaluate the impact of children and young people's play on members of the playwork team	☐ Safeguarding, inspired, reflective, responsive, monitoring activities, review, implementation, evaluation, change, needs met, valued, threatened, responsible

Learning outcomes	Assessment criteria		Unit amplification
	3.7	Explain the concept of reflective practice in the context of a playwork team	☐ Reflective practice: reflection on action, reflection in action, improve practice, develop practice, currency of knowledge/practice, training needs, competence

Information for tutors

Delivery

This unit should normally be delivered in the workplace in a way that develops learners' knowledge and understanding of the Playwork Principles. Learners may benefit from focusing on the overall requirements of each learning outcome, rather than on each assessment criterion individually.

Learners will develop knowledge and understanding of the value and effect of the principles on the rights of children and young people, in relation to play and the role of the playwork team.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the Playwork Principles and how they are implemented in their work setting.

It is suggested that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 3.

Learning outcome 1 requires learners to explain the innate drive children and young people have to play; with an analysis of why play is needed for development and wellbeing. Learners also need to explain what is meant by play being a biological, psychological, sociological necessity.

For learning outcome 2, learners need to explain the rights children and young people have in relation to play and how organisations work to meet these rights. Learners also need to evaluate the significance of the UN Convention on the Rights of the Child, relating to the delivery of play.

For learning outcome 3, learners need to know about the role of the playwork team and the range of interventions the team can utilise. Learners also need to explain the importance of balancing the needs and rights of individuals with the needs and rights of others. Learners must also understand the impact play has on the playwork team and how reflective practice can support individuals.

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 report writing, reflective accounts 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

Brown S – *Play: How it Shapes the Brain, Opens the Imagination and Invigorates the Soul* (Avery Trade, 2010) ISBN: 978-1-583-33378-5

Else P – *The Value of Play* (Continuum International Publishing Group Ltd, 2009) ISBN: 978-0-826-49565-6

Jenkinson S – *Genius of Play: Celebrating the Spirit of Childhood (Early Years Series)* (Hawthorn Press, 2001) ISBN: 978-1-903-45804-4

Lindon J – *Understanding Child Development: 0-8 Years: Linking Theory and Practice* (Hodder Education, 3rd Edition, 2012) ISBN: 978-1-444-16718-4

Sutton-Smith B – *The Ambiguity of Play* (Harvard University Press, 2001) ISBN: 978-0-674-00581-5

Tovey H – *Playing Outdoors: Spaces and Places, Risks and Challenge (Debating Play)* (Open University Press, 2007) ISBN: 978-0-335-21641-3

Websites

www.4children.org.uk	4 Children
www.barnardos.org.uk	Barnardos
www.challengeforyouth.org	Challenge for Youth
www.childrenslawcentre.org	Children's Law Centre
www.common threads.org.uk	Common Threads
www.fairplayforchildren.org	Fairplay for Children
www.freeplaynetwork.org.uk	Free Play Network
www.ipaworld.org	Play Right
www.kids.org.uk	Kids
www.ncb.org.uk	National Children's Bureau
www.ncb.org.uk/cpis	Children's Play Information Service
www.nspcc.org.uk	NSPCC
www.playengland.org.uk	Play England
www.playscotland.org	Play Scotland
www.playwales.org.uk	Play Wales
www.skillsactive.com	SkillsActive

Other

Play England – *Charter for Children's Play* (Play England Website www.playengland.org.uk/resources/charter-for-children's-play.aspx)

Play England – *Managing Risk in Play Provision: Implementation Guide* (Play England Website www.playengland.org.uk/resources/managing-risk-in-play-provision-implementation-guide.aspx)

More resources are listed in *Annexe G*

Unit 2: Understand Children and Young People's Self-Directed Play

Unit reference number: L/602/1799

QCF level: 3

Credit value: 5

Guided learning hours: 35

Unit aim

The aim of this unit is to cover the knowledge, understanding and some elements of practice that a playworker needs to support children and young people's freely-chosen, self-directed play, and to reflect on that play.

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	Explain the characteristics of freely chosen, self-directed play	☐ Characteristics: self-expression, freely chosen, children choose how they play, intrinsically motivated, no external goals or rewards, personally directed, skills development, exploration, independence, different for each child, safe, new experiences, active engagement, spontaneous, sense of control for children, continuity of activity/expression, immediacy of action, exploration of boundaries
	1.2	Explain the importance of observation to analyse children and young people's play	☐ Importance of observation: development, planning, assessment, evaluation, suitability of activities, application of skills, interests, achievement, feedback to others, interaction, personalities, abilities, strategies, preferences, milestones, capabilities, support required, referral, intervention, strengths, weaknesses
	1.3	Explain why it is important to collect information other than by observation in order to analyse children and young people's play preferences	☐ Importance of collecting information: confirmation, methodologies, triangulation of evidence, differing activities/views, quantative/qualitative information, range of skills, areas of development, sharing of information, behaviours, consistency, unplanned for achievements/activities

Learning outcomes	Assessment criteria		Unit amplification
2 Understand the key concepts involved in children and young people's play	2.1	Explain the following terms, giving an example for each: • play needs and play preferences • the play cycle and its component parts • loose parts • play spaces	☐ Play needs and play preferences: areas of development, abilities, likes, choices, outlook on life, pace, identity, stages of development, goals ☐ Developing activities and spaces to meet these needs ☐ The play cycle and its component parts: children need to finish the full play cycle (metalude, cue, flow and annihilation) for healthy development ☐ Metalude is where play begins and sets out the context of play, for example the moment the child has the thought to play ☐ Cue is when the child will give some form of cue or action, which is an invitation into the child's play, with an expectation of a response. The cue may be to an adult, a child or an object and could be a smile, request or the child throwing a ball to someone or something. Play returns as if an invitation is accepted. If their play is returned and the play carries on the child will create a play frame. If a child's play is not returned they may show negative behaviour ☐ Flow is when a child becomes engaged and caught up in the moment of their play ☐ Annihilation is when play is finished, when the child feels that the play has no more meaning or it has lost its value ☐ Loose parts: use of materials/equipment/resources/toys/items made available, e.g. cardboard boxes, wrapping paper, bubble wrap, pieces of wood, bowls, foil ☐ Play spaces: creation of space/area that supports play/development, can be permanent/transient

Learning outcomes	Assessment criteria		Unit amplification
	2.2	List the 16 play types and give examples for each	☐ Communication play: play using words, nuances or gestures, e.g. name calling and mime, whispering and song, jokes
			☐ Creative play: allowing the transformation of information, an element of surprise at how things turned out and a new response, self-expression through any medium, combining, reshuffling and relating already existing but previously separate ideas, facts or frames of reference
			☐ Deep play: play in which the child participates in risky experiences, to develop survival skills and conquer fear, such as playing up high and balancing, using toys and equipment in ways that they should not be used
			☐ Dramatic play: play that dramatises events in which the child is not a direct participant, such as recreating scenes from the lives of others, perhaps from television or the theatre
			☐ Exploratory play: engaging with an object or area by either manipulation or movement, such as handling, throwing, assessing its properties, possibilities and content in search of factual information
			☐ Fantasy play: play that rearranges the world the way the child would like it, but which is unlikely to occur, e.g. pretending to be an airline pilot, being on a pirate ship
			☐ Imaginative play: playing at being and doing real things in unreal situations, e.g. imagining being a tree, a ship or an animal, patting a dog
			☐ Locomotor play: movement in any and every direction to chase, hide and seek, climb, swing or go up and move along
			☐ Mastery play: play that changes the physical and affective elements of the natural environment, enabling a sense of control over it, competence and the urge to master or be the cause of something, e.g. construction and demolition, digging, changing the course of streams, making shelters

Learning outcomes	Assessment criteria	Unit amplification
		□ Object play: play which uses infinite and interesting sequences of hand-eye manipulations and movements and the examination of and novel use of objects, such as a cloth, paintbrush, cup or knife
		□ Recapitulative play: play which displays aspects of human evolutionary history, stored and passed on through our genes, e.g. roaming and ranging, building fires and shelters or finding and cultivating food
		□ Role play: acts out and explores characters and ways of being that are not usually of an intense personal, social, domestic or interpersonal nature, e.g. being a driver, teacher, playing at being asleep
		□ Rough and tumble play: close encounter play which is less to do with fighting, and more to do with touching, tickling and physical flexibility. Children are seen squinting and gritting their teeth, being a kung fu fighter, wrestling and chasing
		□ Social play: play during which the rules and criteria for social engagement and interaction can be revealed, explored and amended, e.g. games, conversations, making something together or playing in a group with made up rules and agreed boundaries
		□ Socio-dramatic play: the enactment of real or potential experiences of an intense personal, social, domestic or interpersonal nature such as recreating scenes from home, school, church, club or going out
		□ Symbolic play: play which allows control, gradual exploration and increased understanding. It could be playing with a piece of wood and using it as a sword, using string as a fishing line

Learning outcomes		Assessment criteria		Unit amplification	
3	Understand how to balance requirements for health, safety and welfare with the need for stimulation, challenge and risk	3.1	Summarise the main health, safety and security requirements that apply to a play environment	☐	Policies and procedures: workplace policies and procedures, Health and Safety at Work ACT, Control of Substances Hazardous to Health (COSHH) Regulation, Manual Handling Operations, Reporting of Injuries, Diseases and Dangerous Occurrences, European Standard for fixed play equipment, the Management of Health and Safety at Work, The Health and Safety (First-Aid), Personal Protective Equipment at Work, duty of care, agreed ways of working, Children Act, Regulatory Reform (Fire Safety), Data Protection, Safeguarding Vulnerable Groups
		3.2	Explain the benefits of risk, stimulation and challenge during children and young people's play	☐	Benefits: promotes development, independence, experience and encounter boundaries, assess and manage risk in their lives, physical and social risk, tests abilities, strengths, building relationships, builds confidence, resilience, resistance
		3.3	Explain the concept of acceptable and unacceptable risk in the context of all children and young people's play	☐	Level of risk identified, attitudes to risk, support, guidance, development as a result of risk taking, skills, benefits of activity, skills, needs/abilities of each child and young person
		3.4	Evaluate the different approaches to managing risk and risk benefit analysis during children and young people's play	☐	Different approaches: risk-benefits assessment, technical inspection, benefits approach, balanced approach, risk assessment, procurement processes, comparison of the risk of a situation to its related benefits for children and young people, the likelihood of coming to harm, the severity of harm
		3.5	Explain the value of enabling children and young people to manage risk for themselves	☐	Challenge, diversity, acceptance, self-esteem, confidence, discovery, gain new skills, abilities, resilience, to learn/take appropriate risks, responsibility, engaging

Learning outcomes	Assessment criteria		Unit amplification
	3.6	Explain how playwork organisations seek to balance the health, safety and security of the play environment with children and young people's need for stimulation, risk and challenge	☐ Planning, assessment, review, risk-benefits assessment, technical inspection, benefits approach, balanced approach, risk assessment, procurement processes, comparison of the risk of a situation to its related benefits for children and young people, the likelihood of coming to harm, monitoring, supervision, resources, training, partnership working, communication, feedback

	Learning outcomes	Assessment criteria		Unit amplification
4	Be able to reflect on children and young people's play	4.1	Observe play in a way that is sensitive to the children and young people involved	☐ Unobtrusive, sensitivity, period of time, indoors/outside, range of activities, permission, understanding, confidentiality, listening, questioning
		4.2	Reflect on observations of children and young people's play	☐ Use of space, development, involvement, detail, activities, participation, preparation, play types, use of space, use of resources
		4.3	Collect further information about children and young people's play and play preferences	☐ Feedback, reviews, practitioner involvement, agreement, asking children and young people, parent/carer involvement, partnership
		4.4	Identify a range of different play types from own observations	☐ Play types: communication play, creative play, deep play, dramatic play, exploratory play, fantasy play, imaginative play, locomotor play, mastery play, object play, recapitulative play, role play, rough and tumble play, social play, socio-dramatic play, symbolic play
		4.5	Evaluate the impact of adult intervention on children and young people's play	☐ Impact: loss of independence, spontaneity, loss of risk-taking skills, persistence, resilience, not to take charge, be invited, to become lost in play, exploration, encouragement, reliant on the judgement of adults, engage in play at own pace, ownership of play space, support children and young people in developing rules and boundaries, aware of dependency

Information for tutors

Delivery

This unit should normally be delivered in the workplace in a way that develops learners' knowledge and understanding of the meaning and importance of children and young people's self-directed play. Learners may benefit from focusing on the overall requirements of each learning outcome, rather than on each assessment criterion individually. Learners will develop knowledge and understanding of the value for and effect of self-directed play on children and young people.

It is suggested that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 4.

For learning outcome 1, learners need to demonstrate their knowledge of freely-chosen, self-directed play and how observation analyses play preferences. Learners need to collect information other than observation to analyse play preferences.

Learners should be able to draw on their own experience in the work setting to support their explanations.

Learning outcome 2 requires learners to demonstrate an understanding of key terms used in children and young people's play. Learners need to list the 16 types of play, giving an example for each one.

For learning outcome 3, learners need to know how to balance risk with health and safety requirements. Learners will explore risk, and explain the benefits of risk, stimulation and challenge during play. An evaluation of the different approaches to managing acceptable and unacceptable risk is required, to include the value of supporting children and young people to manage risk.

Learning outcome 4 requires an understanding of reflecting on children and young people's play. Learners must observe play in a sensitive manner, reflect on the observation and gather additional evidence from other sources relating to a range of play types. Finally, learners need to evaluate the impact adult intervention has on play.

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, the use of research, 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

Brown S – *Play: How it Shapes the Brain, Opens the Imagination and Invigorates the Soul* (Avery Trade, 2010) ISBN: 978-1-583-33378-5

Else P – *The Value of Play* (Continuum International Publishing Group Ltd, 2009) ISBN: 978-0-826-49565-6

Jenkinson S – *Genius of Play: Celebrating the Spirit of Childhood (Early Years Series)* (Hawthorn Press, 2001) ISBN: 978-1-903-45804-4

Lindon J – *Understanding Child Development: 0-8 Years: Linking Theory and Practice* (Hodder Education, 3rd Edition, 2012) ISBN: 978-1-444-16718-4

Sutton-Smith B – *The Ambiguity of Play* (Harvard University Press, 2001) ISBN: 978-0-674-00581-5

Tovey H – *Playing Outdoors: Spaces and Places, Risks and Challenge (Debating Play)* (Open University Press, 2007) ISBN: 978-0-335-21641-3

Websites

www.4children.org.uk	4 Children
www.barnardos.org.uk	Barnardos
www.challengeforyouth.org	Challenge for Youth
www.childrenslawcentre.org	Children's Law Centre
www.common threads.org.uk	Common Threads
www.fairplayforchildren.org	Fairplay for Children
www.freeplaynetwork.org.uk	Free Play Network
www.ipaworld.org	Play Right
www.kids.org.uk	Kids
www.ncb.org.uk	National Children's Bureau
www.ncb.org.uk/cpis	Children's Play Information Service
www.nspcc.org.uk	NSPCC
www.playengland.org.uk	Play England
www.playscotland.org	Play Scotland
www.playwales.org.uk	Play Wales
www.skillsactive.com	SkillsActive

Other

Play England – *Charter for Children's Play* (Play England Website www.playengland.org.uk/resources/charter-for-children's-play.aspx)

Play England – *Managing Risk in Play Provision: Implementation Guide* (Play England Website www.playengland.org.uk/resources/managing-risk-in-play-provision-implementation-guide.aspx)

More resources are listed in *Annexe G*

Unit 3: Understand How to Safeguard the Wellbeing of Children and Young People

Unit reference number: Y/601/1695

QCF level: 3

Credit value: 3

Guided learning hours: 25

Unit aim

The aim of this unit is to cover the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.

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 main legislation, guidelines, policies and procedures for safeguarding children and young people	1.1	Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people	□ Current legislation: guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety, legislation applicable to the home nation, guidelines □ Policies and procedures of the setting: safeguarding and protecting, whistleblowing, complaints, investigation procedure, recruitment, induction, staff development, performance management, disciplinary procedures, reporting and recording, e-safety, bullying and cyber-bullying
		1.2	Explain child protection within the wider concept of safeguarding children and young people	□ The roles of different agencies for safeguarding children and young people: practitioners, children's social services, police child protection units, health professionals, general practitioners, doctors in emergency departments, health visitors, organisations in home nation with responsibility for safeguarding, role of UK Council for Child Internet Safety (UKCCIS), designated safeguarding officer within setting, manager, safeguarding roles
		1.3	Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people	□ Agreed ways of working, roles and responsibilities, reporting, recording, whistleblowing, monitoring, observation, assessment, review, partnership working, communication, review, procedures, serious case reviews, staffing, recruitment, ratios, resources, qualifications, recruitment checks and safeguards
		1.4	Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice	□ Incidents, harm, abuse, reporting, conviction, safeguarding others, risk, procedures, policies, agreed ways of working, injury, death, ineffective systems/practice/partnership working/communication □ Shared by training, dissemination of information, guidance, changes to policy/practice, roles/responsibilities

Learning outcomes	Assessment criteria		Unit amplification
	1.5	Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing	☐ Safe storage of information (paper and electronic), used for only intended purpose, need to know basis, use of names/initials, parental or carer access, partnership working, service level agreements, security, password protection, signing in, logging out, policies and procedures, agreed ways of working, signing/dating

Learning outcomes	Assessment criteria		Unit amplification
2 Understand the importance of working in partnership with other organisations to safeguard children and young people	2.1	Explain the importance of safeguarding children and young people	☐ Importance of safeguarding: protection, vulnerability, risk, duty of care, roles and responsibilities, impact of harm or abuse, live without fear of harm or abuse, expectations
	2.2	Explain the importance of a child or young person centred approach	☐ Valuing difference, needs, preferences, choices, impact, legal requirement, policy, practice, achievement of outcomes, self-esteem, sense of belonging, value, self-worth, opportunities, achievement, Every Child Matters, planning, service delivery, resources, development
	2.3	Explain what is meant by partnership working in the context of safeguarding	☐ Partnership working: sharing of expertise, knowledge, resources, protection, consistency, continuity, observation, monitoring, assessment, review, co-ordinated approach, early intervention, identification, communication, raising awareness, good practice
	2.4	Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed	☐ Different organisations/people: support staff, clinical psychologist, teaching assistant, duty worker/duty social worker/duty office, GP, health visitor, key worker, health services, police, NSPCC
			☐ Roles and responsibilities: safeguarding, protection, reporting, recording, investigation, representation, prosecution, information gathering, following policies and procedures, partnership working, sharing of information and intelligence, preservation of evidence, guidance, support service, safety

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the importance of ensuring children and young people's safety and protection in the work setting	3.1	Explain why it is important to ensure children and young people are protected from harm within the work setting	☐ Safe environment, ability to develop and grow, vulnerable, duty of care, roles and responsibilities, impact of harm and abuse, live without fear of harm and abuse, expectations
		3.2	Explain policies and procedures that are in place to protect children and young people and adults who work with them	☐ Policies and procedures: positive behaviour, supervision of children on outings and visits, safeguarding children, child protection, whistle blowing, information sharing, recruitment
		3.3	Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected	☐ Line manager, safeguarding responsibility, confidentiality, policies and procedures, inspectors, police, disclosure, agreed ways of working, details of allegation, protection of identity
		3.4	Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits	☐ Policies and procedures, staffing ratios, avoid being alone with a child, record of arrivals and departures, recording of incidents/accidents/near miss, risk assessment, emergency contact numbers, training, competence, current contact details of parents/carers, assessment of needs, evaluation, review

Learning outcomes		Assessment criteria		Unit amplification	
4	Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	4.1	Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding	☐	The characteristics of different types of child abuse: categories of abuse (physical, sexual, emotional, neglect), bullying, cyber-bullying
				☐	Signs and symptoms: physical signs (unexplained injuries, injuries in unusual places), behavioural signs of abuse (withdrawal, poor concentration, attention seeking behaviour), signs of self harm (cuts, bruises, slashes, hair pulled out, eating disorder, burns, bruising)
		4.2	Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting	☐	Actions to take in response to evidence/allegations that a child or young person has been abused, harmed or bullied or is at risk of being abused, harmed or bullied: role and responsibility to report concerns, follow procedures of setting or organisation for reporting and recording suspected abuse, harm or bullying, recording and reporting concerns to designated person, procedure for disclosure including requirement to take child or young person's allegations seriously, not promising to keep information secret
		4.3	Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged	☐	Protection, safeguarding, risk assessment, place of safety, removal, informed, progress, opinions, views, advice and guidance, anonymity, confidentiality

Learning outcomes	Assessment criteria		Unit amplification
5 Understand how to respond to evidence or concerns that a child or young person has been bullied	5.1	Explain different types of bullying and the potential effects on children and young people	☐ Physical: pushing, kicking, hitting, pinching, violence, threats, biting, scratching ☐ Verbal: name-calling, insults, sarcasm, rumours, teasing ☐ Emotional: not being included, tormenting, ridicule, humiliating ☐ Online/cyberbullying: threats, private messages, email, chat room nuisance, sharing of misinformation ☐ Effects: low self-esteem, depression, withdrawal, isolation, self-harm, lack of concentration, poor academic achievement, eating disorders, attempted suicide
	5.2	Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place	☐ Anti-bullying, duty of care, reporting, accountability, whistleblowing, information sharing, safeguarding, malpractice, misconduct, sanctions, support, referrals ☐ In place to provide guidelines, duty of care, safety, sanctions, roles and responsibilities, accountability, preservation of evidence
	5.3	Explain how to support a child or young person and/or their family when bullying is suspected or alleged	☐ Safety, guidance, recording, confidentiality, partnership working, place of safety, due process, resources, finances, effective communication, explanation of options/process, counselling, advocacy, signposting to other services

Learning outcomes	Assessment criteria		Unit amplification
6 Understand how to work with children and young people to support their safety and well being	6.1	Explain how to support children and young people's self-confidence and self-esteem	☐ Support self-confidence and self-esteem: positive feedback, constructive guidance, agreeing activities, support, range of activities, learning styles, methodologies, listening, responding, recognising and praising efforts, non-judgemental, display work, new experiences or activities
	6.2	Analyse the importance of supporting resilience in children and young people	☐ Self-reliance, abilities, development, confidence, self-image, self-esteem, acceptance, appreciated, understood, decision making, problem solving, assessing risk, promoting positive behaviour
	6.3	Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety	☐ Risk, safeguarding, awareness, protection, decision making, resilience, harm reduction, reliance, opportunities, managed risk, acceptable risk
	6.4	Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety	☐ Support, resources, information, awareness, explanation of consequences, respecting views, recognition as individuals, boundaries, promoting positive behaviour, child or young person led approach, positive relationships, risk taking

Learning outcomes	Assessment criteria		Unit amplification
7 Understand the importance of e-safety for children and young people	7.1	Explain the risks and possible consequences for children and young people of being online and of using a mobile phone	☐ Giving out personal information, meeting contacts, harm, abduction, abuse, downloading of viruses/corrupt material, bullying, corruption, grooming, indecent images, extortion, stalking, injury, theft
	7.2	Describe ways of reducing risk to children and young people from: • social networking • internet use • buying online • using a mobile phone	☐ Reducing risk: explanation of consequences, education, guidance, parental safeguards, codes, lock, monitoring, e-safety, agreed times of usage, inbuilt control systems, risk of talking to strangers, restricted access, filtering, safe browsers, safe sites, safe payments, use of computers where usage can be seen, encourage open communication, reporting of concerns/risks, acceptable use policy, firewall, payment verification, use of headset/speaker phone, safety of expensive phones

Information for tutors

Delivery

This unit should normally be delivered in the workplace in a way that develops the learners' knowledge and understanding of how to safeguard the well-being of children and young people. Learners may benefit from focusing on the overall requirements of each learning outcome, rather than on each assessment criterion individually. Learners will develop knowledge and understanding of the importance of safeguarding, the legislation and guidelines influencing this and the value of working in partnership.

Perspectives on safety, including e-safety, are included and can be added to through research or consultation with practitioners and colleagues.

It is suggested that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 7.

For learning outcome 1, learners need to demonstrate knowledge of the legislation, guidelines, policies and procedures that have an impact on safeguarding children and young people. Learners need to explain child protection beyond their work setting and its wider application. Learners need to explain the reasons why inquiries and serious case reviews are carried out. Learners should be able to draw on their own experiences of safeguarding in the workplace.

Learning outcome 2 requires learners to explain the importance of safeguarding children and young people. Learners need to explain the value of a child or young person centred approach when safeguarding. Learners need to explain what is meant by partnership and the roles and responsibilities of the different agencies they may collaborate with.

For learning outcome 3, learners need to know the importance of and reasons for ensuring the safety of children and young people in the work setting. Learners should explain the reporting mechanisms for concerns about poor practice, whilst making sure whistleblowers and others are protected. Finally, learners are required to explain how they can protect themselves in their everyday practice. Examples from work practice would highlight key areas.

Learning outcome 4 requires understanding of the indicators that could cause concern, that a child or young person has been abused or harmed in relation to safeguarding. Learners should describe the rights of children, young people and carers and the actions they should take if a child or young person alleges harm or abuse; following the setting's policies and procedures.

For learning outcome 5, learners need to be aware of how to respond when a child or young person has been bullied. Learners need to explain the different types of bullying and the impact they can have on children and young people. Learners should outline the policies and procedures to be followed, in response to bullying incidents, and explain the support available for children, young people and families.

Learning outcome 6 requires learners to understand how to enable children and young people to support their safety and wellbeing and develop their self-confidence and self-esteem. Learners need to analyse why it is important to foster empowerment and resilience in children and young people.

Learning outcome 7 covers the importance of e-safety. Learners need to explain the risks and potential consequences for children and young people of being online and using a mobile phone. Finally, learners need to describe methods of reducing the risks to children and young people from internet and mobile phone use.

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 report writing, professional discussion, the use of case study material, articles from the media and assessment of evidence relating to the work setting (to remain in the work setting). Input from guest speakers who have expertise in the field of personal and professional development will be of benefit to learners.

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

Blyth M – *Effective Safeguarding for Children and Young People: What Next After Munro?* (Policy Press, 2012) ISBN: 978-1-447-30490-6

Morris C – *Knowledge Set for Safeguarding Vulnerable People* (Heinemann, 2008) ISBN: 978-0-435-40237-2

Websites

www.4children.org.uk	4 Children
www.barnardos.org.uk	Barnardos
www.challengeforyouth.org	Challenge for Youth
www.childrenslawcentre.org	Children's Law Centre
www.fairplayforchildren.org	Fairplay for Children
www.freeplaynetwork.org.uk	Free Play Network
www.kids.org.uk	Kids
www.ncb.org.uk	National Children's Bureau
www.ncb.org.uk/cpis	Children's Play Information Service
www.nspcc.org.uk	NSPCC
www.playengland.org.uk	Play England
www.playscotland.org	Play Scotland
www.playwales.org.uk	Play Wales
www.skillsactive.com	SkillsActive

More resources are listed in *Annexe G*

Unit 4: Understand the Organisational Framework for Play

Unit reference number: T/602/1800

QCF level: 3

Credit value: 4

Guided learning hours: 35

Unit aim

The aim of this unit is to cover the knowledge and understanding that a playworker needs to develop a framework of policies and procedures that reflect children and young people's rights.

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 rights of children and young people in a playwork context	1.1	Summarise the key legal requirements covering the rights of children and young people and those who care for them in a play context	☐ The Equality Act makes it illegal to discriminate against children ☐ The Human Rights Act makes the rights in the European Convention on Human Rights part of domestic law ☐ The UN Convention on the Rights of the Child protects the rights of all children ☐ The European Convention on Human Rights protects the rights of all people, including children and young people
		1.2	Explain the importance of the play environment having policies and procedures that reflect legal requirements	☐ Safeguarding, duty of care, risk, liability, regulatory requirement, guidance, agreed ways of working, roles and responsibilities, boundaries, consistency
		1.3	Evaluate different theories and models of good practice relating to inclusion	☐ Social model of disability, rights of children and young people, full inclusion, partial/push in inclusion, differentiation, engagement
		1.4	Explain how to recognise attitudinal, environmental and institutional barriers to inclusion in a play environment	☐ Observation, listening, feedback, hindering inclusion and progress, attitudinal/environmental/institutional barriers, partnership working
		1.5	Explain how to promote children and young people's rights in the play environment	☐ Policies and procedures, monitoring, evaluation, facilitation, training, competence, currency, skills, resources, play areas, differentiation

Learning outcomes	Assessment criteria		Unit amplification
	1.6	Clarify the difference between separate, segregated, integrated and inclusive play provision	☐ Separate play provision: groups of children and young people with different/special needs meet, develop their own approaches
			☐ Segregated play provision: the setting aside of children and young people with special needs/disabilities, based on a professional's view of impairment
			☐ Integrated play provision: mix of people previously segregated by impairment and mainstream provision

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to contribute to strategies, policies and procedures that reflect children and young people's rights	2.1	Evaluate a playwork organisation's strategies, policies and procedures in relation to the children and young people's rights	□ Implementation of playwork principles, professional and ethical framework for playwork, playwork perspective for working with children and young people, implementing the policies and procedures and agreed ways of working for the work setting
		2.2	Explain how to develop policies and procedures for a play environment to cover: • play and social activities • health and safety • anti-discriminatory practice • child protection and bullying • responding to behaviour	□ Legislatory requirements, good practice, consultation, reviewed on a regular basis to ensure they continue to reflect current practice, meet the needs of the service, enhance the quality of service provided, Playwork Principles, agreed ways of working
		2.3	Explain how to ensure that policies and procedures are put into practice	□ Supervision, training, monitoring, observation, compliance, review, dissemination of information
		2.4	Clarify the importance of reviewing policies and procedures	□ Currency of practice, fitness for purpose, changes, incidents, reflection, changes to legislation, practice or terminology
		2.5	Explain how to review policies and procedures	□ Consultation, revision, collaboration, editing, compliance, consistency, terminology, organisational requirements, sector good practice, implementation

Information for tutors

Delivery

This unit should normally be delivered in the workplace in a way that develops learners' knowledge and understanding of what organisational frameworks for play are. Learners may benefit from focusing on the overall requirements of each learning outcome, rather than on each assessment criterion individually. Learners will develop knowledge and understanding of the value and effect of organisational frameworks on the effective delivery of play, as well as the effect that policies and procedures can have on service provision.

Learners should be encouraged to engage with employers and colleagues and practitioners to gain knowledge and understanding of the service provision in their organisation.

Perspectives on the effectiveness of the service offer gained through engaging with employers and employees, rather than through a purely theoretical context, are key. This should be made possible by learners working with other service deliverers, particularly line managers.

It is suggested that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 2.

Learning outcome 1 requires learners to demonstrate an understanding of the rights of children and young people in a playwork context. Learners need to summarise the legislation, policies and procedures that have an impact on service provision. Learners also need to evaluate the theories and models of good practice supporting inclusion; clarifying the difference between separate, segregated and integrated provision. Learners should be able to utilise their own experiences to highlight key points.

For learning outcome 2, learners need to demonstrate knowledge of their role in supporting strategies, policies and procedures that support the rights of children and young people, including an evaluation of these strategies, policies and procedures. Learners need to explain how to make sure policies and procedures are implemented and reviewed in the work setting.

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 report writing, leaflets and presentations, observation, 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

Books

Brown S – *Play: How it Shapes the Brain, Opens the Imagination and Invigorates the Soul* (Avery Trade, 2010) ISBN: 978-1-583-33378-5

Else P – *The Value of Play* (Continuum International Publishing Group Ltd, 2009) ISBN: 978-0-826-49565-6

Jenkinson S – *Genius of Play: Celebrating the Spirit of Childhood (Early Years Series)* (Hawthorn Press, 2001) ISBN: 978-1-903-45804-4

Lindon J – *Understanding Child Development: 0-8 Years: Linking Theory and Practice* (Hodder Education, 3rd Edition, 2012) ISBN: 978-1-444-16718-4

Sutton-Smith B – *The Ambiguity of Play* (Harvard University Press, 2001) ISBN: 978-0-674-00581-5

Tovey H – *Playing Outdoors: Spaces and Places, Risks and Challenge (Debating Play)* (Open University Press, 2007) ISBN: 978-0-335-21641-3

Websites

www.4children.org.uk	4 Children
www.barnardos.org.uk	Barnardos
www.challengeforyouth.org	Challenge for Youth
www.childrenslawcentre.org	Children's Law Centre
www.common threads.org.uk	Common Threads
www.fairplayforchildren.org	Fairplay for Children
www.freeplaynetwork.org.uk	Free Play Network
www.ipaworld.org	Play Right
www.kids.org.uk	Kids
www.ncb.org.uk	National Children's Bureau
www.ncb.org.uk/cpis	Children's Play Information Service
www.nspcc.org.uk	NSPCC
www.playengland.org.uk	Play England
www.playscotland.org	Play Scotland
www.playwales.org.uk	Play Wales
www.skillsactive.com	SkillsActive

Other

Play England – *Charter for Children's Play* (Play England Website www.playengland.org.uk/resources/charter-for-children's-play.aspx)

Play England – *Managing Risk in Play Provision: Implementation Guide* (Play England Website www.playengland.org.uk/resources/managing-risk-in-play-provision-implementation-guide.aspx)

More resources are listed in *Annexe G*

Unit 5: Understand How to Support Positive Outcomes for Children and young People

Unit reference number: M/601/1699

QCF level: 3

Credit value: 3

Guided learning hours: 25

Unit aim

This unit aims to give members of the children's and young people's workforce understanding of the factors that can have an impact, both negatively and positively, on the outcomes and life chances of children and young people. The unit includes approaches to supporting positive outcomes, including disability and specific requirements (additional needs).

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 how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people	1.1	Describe the social, economic and cultural factors that will impact on the lives of children and young people	☐ Poverty, low income family, accommodation, offending/anti social behaviour, disability, loss/bereavement, separation/divorce, illness, redundancy, ethnic/religious beliefs/customs, dietary needs, environment, expectations, exclusion, support networks, health facilities, community, educational environment
	1.2	Explain the importance and impact of poverty on outcomes and life chances for children and young people	☐ Low income, limited resources, unemployment, parental/partner separation, illness or disability, addictions, malnutrition/poor diet, lack of quality food, lack of concentration/poor performance at school, health-related issues, bullying due to clothing/not having the latest accessories, less opportunity to access further or continuing education
	1.3	Explain the role of children and young people's personal choices and experiences on their outcomes and life chances	☐ Opportunities, environment, facilities, resources, support networks, the impact of unhealthy eating, addictions, role models, attendance at school, peer group, academic attainment

Learning outcomes	Assessment criteria		Unit amplification
2 Understand how practitioners can make a positive difference in outcomes for children and young people	2.1	Identify the positive outcomes for children and young people that practitioners should be striving to achieve	☐ Framework requirements, Every Child Matters, health, well-being, safeguarding, welfare, development, achievement, positive contribution, economic well-being, security, participation, enjoyment
	2.2	Explain the importance of designing services around the needs of children and young people	☐ Meeting needs, preferences, requirements, abilities, disabilities, barriers, communication, development, outcomes, self-esteem, participation, individuality
	2.3	Explain the importance of active participation of children and young people in decisions affecting their lives	☐ Choice, child and young person centred, assessment, inclusion, achievement, developmental, involvement, preferences, needs, positive approach, resources, well-being
	2.4	Explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives	☐ Effective communication, aims and objectives, mentor, advocate, peer support, resources, parental/carer involvement, partnership working, agreed outcomes, practitioner input, safe environment, managed risk

Learning outcomes	Assessment criteria		Unit amplification
3 Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people	3.1	Explain the potential impact of disability on the outcomes and life chances of children and young people	☐ Access to opportunities, support needs, inclusion, confidence, self-esteem, expectations, safeguarding, attitudes, accessibility, models of disability, assessment
	3.2	Explain the importance of positive attitudes towards disability and specific requirements	☐ Inclusion, seeing the person and not the disability, holistic needs, access, support, achievement, planning, removal of barriers, potential, goals
	3.3	Explain the social and medical models of disability and the impact of each on practice	☐ Social model: states that disability is caused by the way society is organised, rather than by a person's impairment or difference. Looks at ways of removing barriers that restrict life choices. When barriers are removed, people can be independent and equal in society, with choice and control over their own lives
			☐ Medical model: views disability as a problem that belongs to the person. It is not seen as an issue to concern anyone other than the person affected and promotes the view of a person with a disability as dependent and needing to be cured or cared for
	3.4	Explain the different types of support that are available for disabled children and young people and those with specific requirements	☐ Types of support: speech and language therapist, assistive technology, educational psychologist, GP, multi disciplinary team, paediatrician, Child and Adolescent Mental Health Services, health visitor, community children's nurse, learning disability nurse, continence service, social care, Special Educational Needs Co-ordinator (SENCO), portage, sensory support services, specialist support services, early years inclusion teams, podiatrist, optometrist, physiotherapist, acute services

Learning outcomes	Assessment criteria		Unit amplification
4 Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people	4.1	Explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people	☐ Equality: treating children and young people in a way that is appropriate for their needs ☐ Diversity: recognises that although children and young people have things in common with each other, they are also different and unique in many ways, diversity is about recognising and valuing those differences ☐ Inclusion is about equal opportunities for all children and young people, whatever their age, gender, ethnicity, attainment and background
	4.2	Compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes	☐ Adapting activities to meet individual needs, adapting communicating with children and young people and their parents/carers, books and displays showing different cultures, religions, countries, people and abilities, celebrate festivals, foods from different countries, a range of play/activities

Information for tutors

Delivery

This unit should normally be delivered in the workplace in a way that develops learners' knowledge and understanding of how to support positive outcomes for children and young people. Learners may benefit from focusing on the overall requirements of each learning outcome, rather than on each assessment criterion individually. Learners will develop knowledge and understanding of the value of and effect positive outcomes have on the effective delivery of service.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the approaches used in their organisation.

It is suggested that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 4.

For learning outcome 1, learners need to understand how the social, economic and cultural environment impacts on children and young people's outcomes and life chances. Learners need to explain the impact poverty has and how choices and experiences have an impact on life chances. Learners should be able to draw on their own experiences in the work setting and use examples to support their findings.

Learning outcome 2 requires learners to understand the impact practitioners and services can have on outcomes for children and young people. Learners are also required to explain the role active participation plays in the lives of children and young people.

For learning outcome 3, learners need to know the impact disability and special requirements can have on outcomes for children and young people. Learners need to explain the social and medical models of disability. Finally, learners need to explain the support that is available for children and young people with disabilities and specific requirements. Examples of service provision accessed in the learner's own setting will further support this learning outcome.

Learning outcome 4 requires an understanding of the importance of equality, diversity and inclusion in service delivery. Learners need to explain the meaning of the terms and use examples to compare approaches to promote equality, diversity and inclusion when providing services.

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 report writing, observation, professional discussion, reflective accounts, 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

Brown S – *Play: How it Shapes the Brain, Opens the Imagination and Invigorates the Soul* (Avery Trade, 2010) ISBN: 978-1-583-33378-5

Else P – *The Value of Play* (Continuum International Publishing Group Ltd, 2009) ISBN: 978-0-826-49565-6

Jenkinson S – *Genius of Play: Celebrating the Spirit of Childhood (Early Years Series)* (Hawthorn Press, 2001) ISBN: 978-1-903-45804-4

Lindon J – *Understanding Child Development: 0-8 Years: Linking Theory and Practice* (Hodder Education, 3rd Edition, 2012) ISBN: 978-1-444-16718-4

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www.common threads.org.uk	Common Threads
www.fairplayforchildren.org	Fairplay for Children
www.freeplaynetwork.org.uk	Free Play Network
www.ipaworld.org	Play Right
www.kids.org.uk	Kids
www.ncb.org.uk	National Children's Bureau
www.ncb.org.uk/cpis	Children's Play Information Service
www.nspcc.org.uk	NSPCC
www.playengland.org.uk	Play England
www.playscotland.org	Play Scotland
www.playwales.org.uk	Play Wales
www.skillsactive.com	SkillsActive

Other

Play England – *Charter for Children's Play* (Play England Website www.playengland.org.uk/resources/charter-for-children's-play.aspx)

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More resources are listed in *Annexe G*

Unit 6: Understand Relationships in the Play Environment

Unit reference number: A/602/1801

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit aim

The aim of this unit is to cover the knowledge and understanding a playworker needs to build relationships with children, young people and other adults, including parents and others involved in the care 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 Understand how to develop relationships with children and young people	1.1	Explain how the development of children and young people affects the way they relate to playworkers	☐ Interaction, ability, previous experiences, understanding, respect, trust, interpersonal skills, adult interaction, sensory impairment, developmental aspects
	1.2	Evaluate different strategies for helping children and young people to feel welcome and valued in the play environment	☐ Strategies: greeting children and young people, acknowledging, using their preferred names, identify their interests, display artwork, value their views, ask for their views, identify their preferred language, display a range of resources in different languages, settling in routine, interaction with parents/carers
	1.3	Explain what is meant by 'appropriate' and 'inappropriate' behaviour when a playworker interacts with children	☐ Language, use of terminology/slang/jargon, demonstration of activities, monitoring, observation, intrusion, role model, respect, inappropriate touching, supervision, lack of supervision, inappropriate use of resources and equipment, unsafe practice
	1.4	Explain why it is important to involve children and young people in decision making	☐ Choices, empowerment, preferences, abilities, needs, development, risk assessment and management, person centred, participation, confidence, responsibility, improved service delivery, engagement
	1.5	Evaluate different strategies that can be used to involve children and young people in decision making	☐ Strategies: consultation, leading on a project, sharing in decision making, face to face, adult initiated, ongoing, indirect, co-operation, focus groups, spontaneous discussions

Learning outcomes	Assessment criteria		Unit amplification
	1.6	Explain how to negotiate with children and young people at different stages of development	☐ Early stage engagement, consultation, leading on a project, sharing in decision making, face to face, adult initiated, ongoing, indirect, co-operation, focus groups, spontaneous discussions
	1.7	Explain different approaches that can be used to show children and young people that the playworker respects their individuality	☐ Approaches: reward creativity, listen, opportunity to express themselves, implementation of ideas and suggestions, sharing of ideas and suggestions, communication methods, play implementation, differentiation

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to support communication with children and young people	2.1	Explain the importance of the playworker communicating clearly with children and young people	☐ Choices, empowerment, preferences, abilities, needs, development, risk assessment and management, person centred, participation, confidence, responsibility, improved service delivery, engagement
		2.2	Explain why it is important for children and young people to be able to ask questions, offer ideas and make suggestions in the play environment	☐ Independence, participation, involvement, empowerment, preferences, abilities, needs, development, person centred, participation, confidence, responsibility, improved service delivery, engagement
		2.3	Explain the importance of listening to children and young people	☐ Valuing them, choices, empowerment, preferences, abilities, needs, development, risk assessment and management, person centred, participation, confidence, responsibility, improved service delivery, engagement, efficient and effective use of resources
		2.4	Explain different strategies that can be used to communicate with children and young people who have communication difficulties	☐ Use of play to communicate, British Sign Language, pictures, visual aids, Makaton, lip reading, clear speech, Braille, large font, colour of paper and background, electronic communication aids, deaf-blind manual alphabet, Picture Exchange Communication System (PECS), Widget Symbols, total communication, gestures, augmentative and alternative systems

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to support communication with children and young people	3.1	Demonstrate two-way communication with a range of children and young people	☐ Choices, empowerment, preferences, abilities, needs, development, risk assessment and management, person centred, participation, confidence, responsibility, improved service delivery, engagement
		3.2	Demonstrate behaviour that shows children and young people's ideas and feelings are valued	☐ Active listening, listen, opportunity to express themselves, implementation of ideas and suggestions, sharing of ideas and suggestions, communication methods, play implementation, differentiation, recording and reporting of ideas, implementing change
		3.3	Demonstrate different methods of supporting children and young people to communicate with others	☐ Group activities, enabling, facilitating, use of play to communicate, British Sign Language, pictures, visual aids, Makaton, lip reading, clear speech, Braille, large font, colour of paper and background, electronic communication aids, deaf-blind manual alphabet, Picture Exchange Communication System (PECS), Widget Symbols, total communication, gestures, augmentative and alternative systems

Learning outcomes		Assessment criteria		Unit amplification
4	Understand how to support children and young people in developing relationships with others	4.1	Summarise different ways in which a playworker can help children and young people understand the value and importance of positive relationships with others	☐ Use of appropriate communication methods, listening, explanation, use of examples, play, role play, exploration, information, guidance, books, opportunity to express themselves, implementation of ideas and suggestions, sharing of ideas and suggestions, communication methods, play implementation, differentiation
		4.2	Explain the importance of children and young people valuing and respecting other people's individuality and feelings	☐ Opportunities, learning about differences, choices, empowerment, preferences, abilities, needs, development, risk assessment/management, person centred, participation, confidence, responsibility, improved service delivery, engagement
		4.3	Summarise different strategies a playworker can use to help children and young people value and respect other people's individuality and feelings	☐ Resolving differences, through play, exploring feelings and thoughts, identifying and addressing barriers, encourage discussion, use of activities and resources
		4.4	Justify why it is important to be consistent and fair in when responding to behaviour in the play environment	☐ Boundaries, roles and responsibilities, identification of good and bad behaviour, impact on others, security, stability, cooperation, standards of behaviour, respect for others, fairness, duty of care
		4.5	Summarise different strategies a playworker can use when responding to children and young people's behaviour	☐ Consistent routines, approaches, re-direction of energies, praise for specific behaviour, communicating with courtesy and respect, negotiation, ground rules, praise, encouragement, teamwork

Learning outcomes	Assessment criteria		Unit amplification
	4.6	Explain why it is important for children and young people to be able to deal with conflict themselves	☐ Boundaries, choices, empowerment, preferences, abilities, needs, development, participation, confidence, responsibility, independence, engagement, negotiation
	4.7	Explain the types of support a playworker might need to give to help children and young people deal with conflict themselves	☐ Negotiation, effective communication, expression, assertiveness, recognition of risk, handling aggression, discussion, listening

	Learning outcomes	Assessment criteria		Unit amplification
5	Understand how to communicate with adults	5.1	Explain why it is important to have positive relationships with adults in the play environment	☐ Information exchange, co-operation, safe guarding, risk, partnership, needs and abilities, developmental aspects, consistency, support, boundaries, roles and responsibilities
		5.2	Explain the importance of clear communication with adults in the play environment	☐ Understanding, partnership, support, participation, priorities, identifying key points, progress, assessment, review, evaluation, service delivery
		5.3	Summarise different strategies the playworker can use to communicate with adults who have communication difficulties	☐ Strategies: enabling, facilitating, use of play to communicate, British Sign Language, pictures, visual aids, Makaton, lip reading, clear speech, Braille, large font, colour of paper and background, electronic communication aids, deaf-blind manual alphabet, Picture Exchange Communication System (PECS), Widget Symbols, total communication, gestures, augmentative and alternative systems
		5.4	Evaluate types of situations that might lead to conflict between playworkers and other adults	☐ Progress, priorities, use of resources, access, poor communication, external factors, misunderstandings, opposing expectations, differing values, different ideas
		5.5	Explain different strategies the playworker can use to deal with conflict situations involving other adults	☐ Strategies: effective communication, intervention, arbitration, mediation, listening, evidence gathering, compromise, valuing other's views and opinions, formal approaches, assertive approach

Information for tutors

Delivery

This unit should normally be delivered in the workplace in a way that develops learners' knowledge and understanding of relationships in the play environment. Learners may benefit from focusing on the overall requirements of each learning outcome, rather than on each assessment criterion individually. Learners will develop knowledge and understanding of the value and effect of key relationships on the effective delivery of play, as well as the effect that effective strategies and approaches can have on the service offer.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the provision of their organisation.

Perspectives on the effectiveness of the service offer gained through engaging with employers and employees, rather than through a purely theoretical context, are key. This should be made possible by learners working with other service providers, particularly line managers.

It is suggested that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 5.

Learning outcome 1 requires learners to demonstrate knowledge of how to develop relationships with children and young people. This involves evaluating strategies for supporting and involving children and young people in the play environment and explaining how to negotiate with children and young people at different developmental stages.

For learning outcome 2, learners need to demonstrate an understanding of the value of supporting communication with children and young people. Learners must also explain why it is important to listen to children and young people and how to enable them to ask questions and make suggestions. Finally, learners must explain strategies that are used to communicate with children and young people who have communication difficulties. Learners should be able to draw on their own experiences in the work setting.

For learning outcome 3, learners need to show how they communicate with children and young people and how they support children and young people to communicate with each other.

Learning outcome 4 requires an understanding of factors affecting children and young people developing relationships with others. Learners need to summarise approaches playworkers can use to facilitate understanding of the value of positive relationships. Learners need to explain the importance of consistency and fairness when responding to behaviour in the work setting. Finally, learners need to explain how to support children and young people in dealing with conflict, and why this is important.

For learning outcome 5, learners need to demonstrate an understanding of how to communicate with adults and why this is important. Learners need to summarise the strategies that can be used to communicate with people who have communication difficulties. Learners should be able to draw on their own experiences in the work setting to illustrate the examples given. Finally, learners need to explain situations that could lead to conflict and how to deal with conflict.

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, report writing, reflective accounts, professional discussion, 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

Brown S – *Play: How it Shapes the Brain, Opens the Imagination and Invigorates the Soul* (Avery Trade, 2010) ISBN: 978-1-583-33378-5

Else P – *The Value of Play* (Continuum International Publishing Group Ltd, 2009) ISBN: 978-0-826-49565-6

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Websites

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www.common threads.org.uk	Common Threads
www.fairplayforchildren.org	Fairplay for Children
www.freeplaynetwork.org.uk	Free Play Network
www.ipaworld.org	Play Right
www.kids.org.uk	Kids
www.ncb.org.uk	National Children's Bureau
www.ncb.org.uk/cpis	Children's Play Information Service
www.nspcc.org.uk	NSPCC
www.playengland.org.uk	Play England
www.playscotland.org	Play Scotland
www.playwales.org.uk	Play Wales
www.skillsactive.com	SkillsActive

Other

Play England – *Charter for Children's Play* (Play England Website www.playengland.org.uk/resources/charter-for-children's-play.aspx)

Play England – *Managing Risk in Play Provision: Implementation Guide* (Play England Website www.playengland.org.uk/resources/managing-risk-in-play-provision-implementation-guide.aspx)

More resources are listed in *Annexe G*

Unit 7: Understand Health, Safety and Security in the Play Environment

Unit reference number: F/602/1802

QCF level: 3

Credit value: 2

Guided learning hours: 15

Unit aim

The aim of this unit is to cover the knowledge and understanding a playworker requires to maintain health, safety and security in a play environment.

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 health, safety and security in the play environment	1.1	Summarise the statutory and regulatory requirements covering the health, safety and security in a play environment for: • children and young people • workers • families and visitors	☐ Workplace policies and procedures, Health and Safety at Work, Control of Substances Hazardous to Health, Manual Handling Operations, Reporting of Injuries, Diseases and Dangerous Occurrences, European Standard for fixed play equipment, Management of Health and Safety at Work, Health and Safety (First-Aid), Personal Protective Equipment at Work, duty of care, agreed ways of working, Children Act, Regulatory Reform (Fire Safety), Data Protection, Safeguarding Vulnerable Groups
	1.2	Explain the regulations covering manual handling and the risks associated with lifting and carrying children	☐ Health and Safety at Work, Manual Handling Operations, Lifting Operations and Lifting Equipment
	1.3	Explain how child development affects health, safety and security arrangements in a play environment	☐ Risk, level of risk, risk management, abilities, mobility, understanding, independence, activities, supervision, resources

Learning outcomes	Assessment criteria		Unit amplification	
2 Understand health, safety and security procedures in a play setting	2.1	Explain the procedures to follow for safety checking the following in a play environment: • facilities • equipment • toilets • washing areas • movement and activity of children and young people	☐	Policies and procedures, risk assessments, agreed ways of working, safety symbols, manufacturer's instructions and guidance, maintenance, logging of faults, out of use, removal, replacement, repairs, infection control, signing in and out, access, staffing, handwashing, use of personal protective equipment, monitoring, supervision, inform relevant agencies, reporting and recording
	2.2	Explain the security procedures to follow for the arrival and departure of children and young people at a play environment	☐	Greeted on arrival, register, security doors to remain closed, ascertain parent/carer to collect, identification, complete register, safety and security, agreed procedure for collection
	2.3	Explain the procedures for the storage and administration of medicines at a play environment	☐	Original containers, storage following product instructions, completion of medication consent form, administered following instructions, medication collected at end of session, recording

Learning outcomes	Assessment criteria		Unit amplification
3 Understand how to assess risk in a play environment	3.1	Explain the theories and models of risk assessment that are used for the following: • indoor play environment • outdoor play environment • outings	☐ Risk-benefits assessment, technical inspection, benefits approach, balanced approach, risk assessment, procurement processes, comparison of the risk of a situation to its related benefits for children and young people, the likelihood of coming to harm, the severity of harm
	3.2	Explain the difference between formal and informal risk assessments	☐ Formal: take into account details of the activity, potential hazards, possible risks and precautions that need to be considered ☐ Informal: happen on-site and are observations of what is happening at that time

Learning outcomes	Assessment criteria		Unit amplification
4 Understand how to respond to accidents and other emergencies in a play environment	4.1	Explain the procedures to follow to record and report accidents and incidents	☐ Ensuring and maintaining safety for all concerned, summoning help, assessing for injuries, administering basic first aid if necessary and if trained to, staying with injured and sick individual until help arrives, observing and noting any changes in condition, reporting to relevant medical staff or others, completing a full written report and relevant documentation, accident report, incident report, implementing the policies/procedures/agreed ways of working for the work setting, notifying Ofsted, follow guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents, reporting to the Health and Safety Executive (HSE)
	4.2	Explain the required contents of a first aid kit	☐ Suggested contents:: a leaflet giving general guidance on first aid, e.g. HSE leaflet: basic advice on first aid at work, 20 individually wrapped sterile plasters (assorted sizes) appropriate to the type of work, two sterile eye pads, four individually wrapped triangular bandages preferably sterile, six safety pins, two large, individually wrapped, sterile, unmedicated wound dressings, six medium-sized, individually wrapped, sterile, unmedicated wound dressings, a pair of disposable gloves
	4.3	Explain how to respond to a range of situations involving accidents and injuries, taking account of the age of the children and young people involved	☐ Ensuring and maintaining safety for individuals concerned, summoning help, assessing the individual for injuries, administering basic first aid if necessary and if trained to do so, staying with the injured and sick individual until help arrives, support, observing and noting any changes in condition, reporting to relevant medical staff or others, completing a full written report, relevant documentation, accident report, incident report, implementing the policies and procedures and agreed ways of working for the work setting

Learning outcomes	Assessment criteria		Unit amplification
	4.4	Describe the signs and symptoms of the common types of childhood illnesses and allergies that a playworker is likely to encounter	☐ Chickenpox: fever, red spots or blisters scattered over the entire body, spreading to the arms, legs and face
			☐ Whooping cough: fever, nasal discharge and long fits of coughing followed by wheezy breathing and possibly vomiting, symptoms are typically worse at night
			☐ Scarlet fever: slight to moderate fever, a sore throat and a flushed face, rash, which is often located in the armpits or groin, spreading to the torso and neck
			☐ Tonsillitis: sore throat with red, swollen tonsils, pain on swallowing, fever, coughing and headache, glands in the neck are often swollen too, and there may be spots of pus on the tonsils
			☐ Gastroenteritis: vomiting, diarrhoea, stomach pains and sometimes fever
			☐ Ear infections: earache, reduced hearing, tinnitus and fever
			☐ Flu: stuffy, runny nose, sore throat, headache, exhaustion, cough and high temperature
			☐ Measles: fever, runny eyes, sore throat, cough, red rash, which often starts from the head, spreading downwards
			☐ Meningitis: fever, headache, stiff neck and blotchy skin, dislike of light, symptoms may develop very quickly
			☐ Allergies: sickness, diarrhoea, rash, itchy eyes, watery eyes, wheezy breathing, headache, loss of taste/smell, swollen lips/tongue, shortness of breath, skin problems

Learning outcomes	Assessment criteria		Unit amplification
	4.5	Explain appropriate responses to a range of common childhood illnesses and allergies	☐ Chickenpox: calamine lotion, paracetamol, antibiotics if spots become infected
			☐ Whooping cough: antibiotics
			☐ Scarlett fever: antibiotics, avoid contact with others
			☐ Tonsillitis: antibiotics
			☐ Gastroenteritis: replace lost fluids and salts with oral rehydration fluids
			☐ Ear infections: medical advice if severe pain or high temperature
			☐ Flu: paracetamol as needed
			☐ Measles: rest, plenty of fluids and paracetamol for fever
			☐ Meningitis: urgent medical attention
			☐ Allergies: severe symptoms require urgent medical attention, make casualty comfortable or in recovery positive if breathing normally but unconscious, administer Epi pen if prescribed
	4.6	Evaluate the emergency procedures in a play environment for: • fire • missing children • evacuation	☐ Fire: policies, agreed ways of working, raise alarm, evacuation, call emergency services, reporting, recording, register
			☐ Missing children: inform colleagues, search, do not panic others, after agreed period of searching inform police and parents/carers, continue search, reassurance
			☐ Evacuation: assembly point, register, remain until recalled

Learning outcomes	Assessment criteria	Unit amplification
5 Understand hygiene practices in a play environment	5.1 Explain good hygiene practices in relation to: • cross infection • systems for the disposal of different types of waste • food handling • handling bodily fluids • issues concerning the spread of HIV and hepatitis	☐ Cross-infection: hand-washing, ensure that own health and hygiene do not pose a risk to others at work, infection control, reporting illness, covering mouth when coughing and sneezing, modelling good practice, personal protective equipment ☐ Systems for the disposal of different types of waste: personal protective equipment, colour-coded bins and bags, collection points, sharps ☐ Food handling: storage, preparation, disposal, use-by and sell-by dates, colour-coded chopping boards, food preparation area, personal protective equipment ☐ Handling bodily fluids: personal protective equipment, cleaning, use of cleaning fluids, hand washing ☐ Issues concerning the spread of HIV and hepatitis: personal protective equipment, disposal of waste and equipment, reporting

Information for tutors

Delivery

This unit should normally be delivered in the workplace in a way that develops learners' knowledge and understanding of health, safety and security in the play environment. Learners may benefit from focusing on the overall requirements of each learning outcome, rather than on each assessment criterion individually. Learners will develop knowledge and understanding of the importance of health, safety and security and the associated implementation procedures, as well as the effect that procedures and regulations can have on service delivery.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the play environment in their organisation.

Perspectives on effectiveness of the service offer gained through engaging with employers and employees, rather than through a purely theoretical context, are key. This should be made possible by learners working with other practitioners, particularly line managers.

It is suggested that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 5.

For learning outcome 1, learners need to demonstrate knowledge of the requirements for health, safety and security in the play environment. Learners must summarise the statutory and regulatory requirements for health, safety and security. Learners also need to explain the impact child development has on health, safety and security strategies in the play environment. Learners should be able to draw on their own experiences in a play setting.

Learning outcome 2 requires learners to demonstrate an understanding of health, safety and security procedures in a play setting. Learners need to explain key procedures and their impact on service delivery.

For learning outcome 3, learners need to know how risk assessment impacts on different stakeholders in service delivery. They also need to consider the effect of risk assessment as well as the theories and models of risk assessment used in a play setting.

Learning outcome 4 requires an understanding of the correct responses to accidents and other emergencies in a play environment. Learners need to explain the contents of a first-aid kit and how to respond to a range of accidents and incidents. Learners also need to describe the signs and symptoms of common childhood illnesses and allergies.

For learning outcome 5, learners need to demonstrate an understanding of good hygiene practice in relation to cross-infection, systems for the disposal of different types of waste, food handling, handling bodily fluids and issues concerning the spread of HIV and hepatitis.

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, professional discussion, 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

Brown S – *Play: How it Shapes the Brain, Opens the Imagination and Invigorates the Soul* (Avery Trade, 2010) ISBN: 978-1-583-33378-5

Else P – *The Value of Play* (Continuum International Publishing Group Ltd, 2009) ISBN: 978-0-826-49565-6

Jenkinson S – *Genius of Play: Celebrating the Spirit of Childhood (Early Years Series)* (Hawthorn Press, 2001) ISBN: 978-1-903-45804-4

Lindon J – *Understanding Child Development: 0-8 Years: Linking Theory and Practice* (Hodder Education, 3rd Edition, 2012) ISBN: 978-1-444-16718-4

Sutton-Smith B – *The Ambiguity of Play* (Harvard University Press, 2001) ISBN: 978-0-674-00581-5

Tovey H – *Playing Outdoors: Spaces and Places, Risks and Challenge (Debating Play)* (Open University Press, 2007) ISBN: 978-0-335-21641-3

Websites

www.4children.org.uk	4 Children
www.barnardos.org.uk	Barnardos
www.challengeforyouth.org	Challenge for Youth
www.childrenslawcentre.org	Children's Law Centre
www.common threads.org.uk	Common Threads
www.fairplayforchildren.org	Fairplay for Children
www.freeplaynetwork.org.uk	Free Play Network
www.hse.gov.uk	Health and Safety Executive
www.ipaworld.org	Play Right
www.kids.org.uk	Kids
www.ncb.org.uk	National Children's Bureau
www.ncb.org.uk/cpis	Children's Play Information Service
www.nspcc.org.uk	NSPCC
www.playengland.org.uk	Play England
www.playscotland.org	Play Scotland
www.playwales.org.uk	Play Wales
www.skillsactive.com	SkillsActive

Other

Play England – *Charter for Children's Play* (Play England Website www.playengland.org.uk/resources/charter-for-children's-play.aspx)

Play England – *Managing Risk in Play Provision: Implementation Guide* (Play England Website www.playengland.org.uk/resources/managing-risk-in-play-provision-implementation-guide.aspx)

More resources are listed in *Annexe G*

Unit 8: Understand How to Plan for and Support Children and Young People's Self-Directed Play

Unit reference number: J/602/1803

QCF level: 3

Credit value: 5

Guided learning hours: 40

Unit aim

The aim of this unit is to cover the knowledge, understanding and some elements of practice a playworker requires to support children and young people's freely chosen, self-directed play and reflect on their 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	Understand how to plan for children and young people's self-directed play	1.1	Explain why it is important to identify children and young people's play needs and preferences	☐ Valuing difference, needs, preferences, choices, impact, legal requirement, policy, practice, achievement of outcomes, self-esteem, sense of belonging, value, self-worth, opportunities, achievement, Every Child Matters, planning, service delivery, resources, development
		1.2	Explain how the development of children and young people affects their play needs and preferences	☐ Age-related preferences, abilities, interests, peers, previous experiences, development, achievement, independence, involvement, challenging, attainable
		1.3	Evaluate a range of methods for consulting with children and young people on their play needs and preferences	☐ Early stage engagement, consultation, leading on a project, sharing in decision making, face to face, adult initiated, ongoing, indirect, cooperation, focus groups, spontaneous discussions
		1.4	Summarise the types of indicators and objectives that can be used to evaluate play provision	☐ Questionnaires, feedback, participation, outcomes, performance indicators, reflection, development, engagement

Learning outcomes	Assessment criteria		Unit amplification
2 Understand how to create play spaces for children and young people's self-directed play	2.1	Explain how to create the following types of play spaces: physical, transient effective, permanent	□ Physical: location, use of space, landscape □ Transient: space that change or is modified, use of moveable resources □ Effective: range of play opportunities, engagement, change, variety □ Permanent: spaces that are fixed and cannot move but these spaces may still also incorporate transient play spaces at different times
	2.2	Explain how these play spaces could offer opportunities for a range of play experiences	□ Imagination, creativity, engaging, flexibility, free, inclusion, integration, self-directed, stimulate play, loose parts
	2.3	Explain why it is important to create play spaces that children and young people can adapt to their own needs	□ Interests, cause and effect, exploration, development, risk, abstract concepts, independence, differentiation, self-discovery
	2.4	Explain how to obtain and create resources for play spaces	□ Funding, budgets, donations, borrowed, shared, gathered from natural sources, items or experiences that allow for reflection about abstract concept
	2.5	Explain how to work with children and young people in the creation of play spaces	□ Involvement, early stage engagement, consultation, leading on a project, sharing in decision making, face to face, adult initiated, ongoing, indirect, cooperation, focus groups, spontaneous discussions

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to support children and young people's self-directed play	3.1	Explain why it is important for children and young people to choose and explore play spaces for themselves	☐ Valuing difference, needs, preferences, choices, impact, legal requirement, policy, practice, achievement of outcomes, self-esteem, sense of belonging, value, self-worth, opportunities, achievement, Every Child Matters, planning, service delivery, resources, development
		3.2	Explain how to decide when is the appropriate time to provide support during children and young people's play	☐ Observation, listening, cues, stage of play, natural break, progression, inspiration, risk, resources
		3.3	Explain why it is important to leave the content and intent of play to children and young people	☐ Control the content, learning, exploration, challenge, development, control, abilities, boundaries, capabilities, managing risk, achievement, self-directed
		3.4	Explain why it is important to allow play to continue uninterrupted	☐ Extended play, play cycle, exploration, develop play, higher levels, achievement, completion
		3.5	Explain why it is important not to show children and young people 'better ways' of doing things, unless they ask	☐ Self-exploration, roles, boundaries, own level, choose themselves, reinforcing knowledge, experience, whole journey, learn from mistakes, adult view differs from children and young people's views
		3.6	Explain how to identify and respond to a play cue	☐ Facial expressions, language, body language, communicates the child or young person's wish to play or invite others to play

Learning outcomes		Assessment criteria		Unit amplification
4	Understand how to help children and young people manage risk during play	4.1	Justify why it is important to encourage and support acceptable risk taking during self-directed play	☐ Level of challenge and risk, provides potential for children and young people to learn and develop, responsibility, self-directed play, challenge boundaries, capabilities, limits
		4.2	Explain the levels of risk that are acceptable according to a play organisation's policies and procedures	☐ The likelihood of coming to harm, the severity of that harm, the benefits, rewards or outcomes of the activity ☐ Risk assessment, management of risk
		4.3	Explain how the development of children and young people affects the assessment and management of risk during self-directed play	☐ Ability, knowledge, understanding, progression, monitoring, rate of development, capabilities, support
		4.4	Evaluate different strategies for enabling children and young people to manage risk for themselves	☐ Risk assessment, designated play spaces, inclusive approach, explanation of consequences, education, guidance, parental safeguards, codes, lock, monitoring, e-safety, risk of talking to strangers, restricted access, filtering, safe payments, use of computers where usage can be seen, encourage open communication, reporting of concerns and risks

Information for tutors

Delivery

This unit should normally be delivered in the workplace in a way that develops learners' knowledge and understanding of how to plan for and support children and young people's self-directed play. Learners may benefit from focusing on the overall requirements of each learning outcome, rather than on each assessment criterion individually. Learners will develop knowledge and understanding of the value and effect of planning and supporting self-directed play on the effective delivery of services, as well as the effect that strategies can have on the service offer.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the play provision in their organisation.

Perspectives on effectiveness of the service offer gained through engaging with employers and employees, rather than through a purely theoretical context are key. This should be made possible by learners working with other service deliverers, particularly line managers.

It is suggested that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 4.

For learning outcome 1, learners need to demonstrate knowledge of how to plan for children and young people's self-directed play. Learners should explain why it is important to know about play needs and preferences and how development may affect needs and preferences. Learners also need to evaluate methods used when consulting with children and young people on their play needs and preferences. Finally, learners need to summarise the types of indicator and objective used to evaluate play provision. Learners should be able to draw on their own experience from their work setting.

Learning outcome 2 requires learners to demonstrate an understanding of how to create different types of play spaces and the opportunities these play spaces provide. Learners also need to explain how resources can be accessed and created. Learners must cover how to include children and young people in the creation of play spaces.

For learning outcome 3, learners need to know how services support children and young people's self-directed play. Learners must explain the importance of children and young people choosing and exploring play spaces, whilst determining when support might be appropriate. Learners also need to explain the importance of leaving the content and intent of play to children and young people. They also need to consider the effect of showing 'better ways' of doing things.

Learning outcome 4 requires an understanding of supporting children and young people to manage risk. Learners must also consider the impact of the level of risk, the development of children and young people and enabling strategies on service provision.

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 report writing, professional discussion, observation, reflective accounts, 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

Brown S – *Play: How it Shapes the Brain, Opens the Imagination and Invigorates the Soul* (Avery Trade, 2010) ISBN: 978-1-583-33378-5

Else P – *The Value of Play* (Continuum International Publishing Group Ltd, 2009) ISBN: 978-0-826-49565-6

Jenkinson S – *Genius of Play: Celebrating the Spirit of Childhood (Early Years Series)* (Hawthorn Press, 2001) ISBN: 978-1-903-45804-4

Lindon J – *Understanding Child Development: 0-8 Years: Linking Theory and Practice* (Hodder Education, 3rd Edition, 2012) ISBN: 978-1-444-16718-4

Sutton-Smith B – *The Ambiguity of Play* (Harvard University Press, 2001) ISBN: 978-0-674-00581-5

Tovey H – *Playing Outdoors: Spaces and Places, Risks and Challenge (Debating Play)* (Open University Press, 2007) ISBN: 978-0-335-21641-3

Websites

www.4children.org.uk	4 Children
www.barnardos.org.uk	Barnardos
www.challengeforyouth.org	Challenge for Youth
www.childrenslawcentre.org	Children's Law Centre
www.common threads.org.uk	Common Threads
www.fairplayforchildren.org	Fairplay for Children
www.freeplaynetwork.org.uk	Free Play Network
www.ipaworld.org	Play Right
www.kids.org.uk	Kids
www.ncb.org.uk	National Children's Bureau
www.ncb.org.uk/cpis	Children's Play Information Service
www.nspcc.org.uk	NSPCC
www.playengland.org.uk	Play England
www.playscotland.org	Play Scotland
www.playwales.org.uk	Play Wales
www.skillsactive.com	SkillsActive

Other

Play England – *Charter for Children's Play* (Play England Website www.playengland.org.uk/resources/charter-for-children's-play.aspx)

Play England – *Managing Risk in Play Provision: Implementation Guide* (Play England Website www.playengland.org.uk/resources/managing-risk-in-play-provision-implementation-guide.aspx)

More resources are listed in *Annexe G*

Unit 9: Engage in Personal Development in Health, Social Care or Children's and Young People's Settings

Unit reference number: A/601/1429

QCF level: 3

Credit value: 3

Guided learning hours: 10

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of personal development and reflective practice which are fundamental to such roles, and how to implement these.

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 what is required for competence in own work role	1.1	Describe the duties and responsibilities of own work role	□ Duty: behaviour showing a proper regard or sense of obligation
			□ Responsibility: obligation
			□ Roles: safeguarding, reporting and recording, partnership working, planning, preparation of resources, assessment, review, teamwork, welfare of children and young people, ordering materials, liaison with parents/carers, liaison with practitioners and other agencies, following agreed ways of working, policies and procedures, effective communication, monitoring, supervision, training and development, advocacy, reflective practice, risk assessment, responding to changing needs, maintaining currency of knowledge and practice
			□ Know which aspects of your role are responsibilities and which are duties
	1.2	Explain expectations about own work role as expressed in relevant standards	□ Relevant standards: National Occupational Standards, Playwork Principles, policies and procedures, code of practice, job description, inspection standards, Early Years Foundation Stage Framework

Learning outcomes	Assessment criteria		Unit amplification
2 Be able to reflect on practice	2.1	Explain the importance of reflective practice in continuously improving the quality of service provided	☐ Reflective practice: identification of areas of poor service delivery, identification of areas of good practice in order to build on these, to enable the updating of practice in line with current guidelines, legislation, regulations where disparities are perceived, to respond to feedback from users of services
			☐ Know why reflective practice is important and how it helps to continuously improve the quality of service that is provided
	2.2	Demonstrate the ability to reflect on practice	☐ The active process of looking back at own performance, reflection on incidents and situations that have occurred in the setting, reasons for these, effects of these, consequences of these, reflection on action, reflection in action
	2.3	Describe how own values, belief systems and experiences may affect working practice	☐ Values, belief systems and experiences: approach shown towards people who use the service, reluctance to perform particular tasks, respect for colleagues, managers and others, attitude towards timekeeping and punctuality, awareness of strengths and limitations
			☐ Know how your experiences can affect the way you interact with people, deal with work situations and pre-empt behaviour

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to evaluate own performance	3.1	Evaluate own knowledge, performance and understanding against relevant standards	☐ Relevant standards: agreed ways of working, National Occupational Standards (NOS), Playwork Principles, policies and procedures, code of practice, job description, inspection standards, Early Years Foundation Stage Framework, organisational requirements
				☐ Evaluate own performance including strengths, weaknesses and how these influence development opportunities
				☐ Evaluate own knowledge and understanding against the relevant standards
				☐ Evaluation should include justification and be evidenced against relevant standards
		3.2	Demonstrate use of feedback to evaluate own performance and inform development	☐ To improve own performance in line with setting organisational and national requirements for the delivery of services, to devise appropriate action plans, to enable personal progression, to enable professional progression, to identify required changes in values, attitudes, work practices, to meet occupational standards, to meet legal requirements
				☐ Understand how feedback can be used as evidence which will help inform evaluation on own performance

Learning outcomes		Assessment criteria		Unit amplification	
4	Be able to agree a personal development plan	4.1	Identify sources of support for planning and reviewing own development	☐	Sources of support: line manager, mentor, tutor, training providers, sector specific open days, accessing specialist information through external organisations, professional magazines, online professional journals, online professional discussions
				☐	Know how different sources are useful for supporting different areas of development planning and reviewing
		4.2	Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities	☐	Provision of constructive feedback, support in identifying strengths and weaknesses, observation of performance, participation in professional discussion to support reflection, supervision, appraisal, mentoring, aspirations
		4.3	Demonstrate how to work with others to agree own personal development plan	☐	Appraisal, supervision, formal and informal meetings, planning, team meetings, preparation, aspirations, organisational needs, structure, resources, SMART objectives
5	Be able to use learning opportunities and reflective practice to contribute to personal development	5.1	Evaluate how learning activities have affected practice	☐	Safety, best practice, practice development, application of knowledge, efficiency, effectiveness, new ideas, creativity, motivation, teamwork, consistency
				☐	Evaluation should include justification and evidence to show how learning activities have affected practice
		5.2	Demonstrate how reflective practice has led to improved ways of working	☐	Improved ways of working: clarity, feedback, best practice, practice development, application of knowledge, efficiency, effectiveness, new ideas, creativity, motivation, teamwork, consistency, partnership, inclusion
		5.3	Show how to record progress in relation to personal development	☐	Personal development plan, SMART objectives, agreed format, current information

Information for tutors

Delivery

This unit should normally be delivered in the workplace in a way that develops learners' knowledge and understanding of what personal development is. Learners may benefit from focusing on the overall requirements of each learning outcome, rather than on each assessment criterion individually. Learners will develop knowledge and understanding of the value and effect of personal development and learning opportunities on the effective delivery of services in health, social care or children's and young people's settings, as well as the effect that reflection and evaluation can have on service provision.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the provision for personal development in their organisation.

It is suggested that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 5.

For learning outcome 1, learners need to demonstrate knowledge of their work role and the standards that impact on it. Learners should be able to draw on their experience from their work roles.

Learning outcome 2 requires learners to demonstrate an understanding of the value of reflective practice and be able to demonstrate how to reflect on own practice. Learners also need to describe how their own values, belief systems and experiences can affect working practice.

For learning outcome 3, learners need to know how to evaluate their own work performance. This involves identifying the relevant standards and appraising their knowledge, performance and understanding against these. Learners also need to show how feedback supports the evaluation of their performance and influences developmental aspects.

Learning outcome 4 requires an understanding of personal development plans and the sources of support available when planning and reviewing own development. Learners also need to demonstrate how to liaise with others to review and prioritise their learning needs and opportunities for addressing these.

For learning outcome 5, learners need to evaluate the impact learning activities have had on work practice. Learners need to demonstrate how reflective practice has improved ways of working. Learners should show how they record progress made in relation to personal development.

Input from guest speakers who have expertise in the field of personal and professional development will be benefit learners.

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, 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

Books

Thompson N, Thompson S – *The Critically Reflective Practitioner* (Palgrave Macmillan, 2008) ISBN: 978-0-230-57318-5

Websites

www.4children.org.uk	4 Children
www.barnardos.org.uk	Barnardos
www.kids.org.uk	Kids
www.nspcc.org.uk	NSPCC
www.playengland.org.uk	Play England
www.playscotland.org	Play Scotland
www.playwales.org.uk	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.pearsonschoolsandfecolleges.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 (eg. 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 eg. old sheets, cardboard, sticks, sand, string ….the 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 (ie 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 Organisations[1] 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**

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[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 <u>layout</u> 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 <u>must</u> 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 Verification[3]

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.

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[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 V2[4], 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 Environment[5] 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.

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[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)

  o it is also recommended that they hold Assessor qualification Level 3 Award in Assessing Competence in the Work Environment or the old Unit A1[7] 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.

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[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 A1[8], 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.

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

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

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

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

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

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

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

The following sections set out the criteria for their appointment;

Assessors

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

Internal verifiers

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

External verifiers

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

What follows are the specific criteria for the Level 3 in Playwork and they apply equally to prospective external and internal verifiers and assessors, who must[1]:

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 approach to assessment.

Many of these units cover interrelated responsibilities, and much of the evidence for these is likely to come from questioning the learner to ensure they have the necessary knowledge and skills and observing them putting these knowledge and skills into practice.

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

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

How much evidence is necessary?

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

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

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

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

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

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

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

Simulation

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

Collecting Evidence

When collecting evidence, assessors need to ensure that:

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

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

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

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

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

Observations

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

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

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

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

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

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

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

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

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

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

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

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

Knowledge and understanding

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

Validity and Consistency of Observations

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

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

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

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

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

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

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

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

Recording of competence

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

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

Evidence Gathering Methods

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

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

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

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

- Work products showing work undertaken by the learner

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

Unit by Unit Evidence Requirements and Assessment Guidance

QCF Unit Number	Unit Title	Notes on Assessment
J/602/1798	Understand Playwork Principles	All learning outcomes: oral or written questions, professional discussion, reflective account, projects or assignments.
L/602/1799	Understand children and young people's self-directed play	All learning outcomes: oral or written questions, professional discussion, reflective account, projects or assignments.
Y/601/1695	Understand how to safeguard the well-being of children and young people	All learning outcomes: oral or written questions, professional discussion, reflective account, projects or assignments.
T/602/1800	Understand the Organisational Framework for Play	All learning outcomes: oral or written questions, professional discussion, reflective account, projects or assignments.
M/601/1699	Understand How to Support Positive Outcomes for Children and Young People	All learning outcomes: oral or written questions, professional discussion, reflective account, projects or assignments.
A/602/1801	Understand Relationships in the Play Environment	All learning outcomes: oral or written questions, professional discussion, reflective account, projects or assignments.
F/602/1802	Understand Health, Safety and Security in the Play Environment	All learning outcomes: oral or written questions, professional discussion, reflective account, projects or assignments.

QCF Unit Number	Unit Title	Notes on Assessment
J/602/1803	Understand How to Plan for and Support Children and Young People's Self-Directed Play	All learning outcomes: oral or written questions, professional discussion, reflective account, projects or assignments.
A/601/1429	Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	Learning outcome 1: oral or written questions, professional discussion, reflective account, projects or assignments.

Learning outcome 2 – 5: observation, witness testimony, products of work, reflective account. |

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

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

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

Assessment tasks – units 1-9

For units 1-9 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 145) and the accompanying 'Assessment Guidance' (page 142) 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 Units 1-9

In order to assess units 1-9 of the new playwork qualifications, Pearson is using a variety of assessment methods. 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 and group reflections

4   Written answers to set questions

5   Individual preparation towards group tasks/reflections

6   Individual tasks

Guidance follows for each method.

1   Observation of candidate at work by assessor

A blank pro-forma for this can be found on page 146 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, eg 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

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

It is recommended that learners 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/reflections

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.

6   Individual tasks

A number of the 'individual' tasks involve sharing ideas with others, either by allowing learners to work in pairs or through discussion following individual research or preparation. Please refer to the tasks for specific guidance.

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 3 Certificate in Playwork (QCF)

For the Pearson Edexcel Level 3 Certificate in Playwork (QCF):

Unit 1 – Understanding Playwork Principles

Delivery Guidance

Learners will need participative input on the playwork principles: what they are, what they mean and how they are applied to practice. This means essentially covering what is play according to principles 1 and 2 and what is the role of the playworker within compensatory play spaces according to principles 3-8.

Learners should be doing regular observations of children freely playing in their work settings and in other places where they see children playing. These observations should simply record what children say and do without learners making assumptions about what they see or what they think children are learning, thinking or feeling. Learners should also be observing and recording the attitude and interventions of adults around children playing; again this can be both in their settings and outside. All of these observations are also relevant to unit 2.

The following pro-forma may be used for these observations:

Observations – Unit 1 (Understanding Playwork Principles) and Unit 2 (Understanding Children and Young People's Self-Directed Play)

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?

Unit 1 – Understanding Playwork Principles

Group Task 1.1 – The need for play

In preparation for the group task ask learners to individually read and research (see booklist and website list on pages 136-140 of this pack) and then make notes on the following:

1   *How do children benefit from playing throughout their childhood?*

2   *Will restricting children's play have an impact on their lives?*

3   *What is meant by the words 'biological', 'psychological' and 'sociological'?*

Learners should then bring these notes to a pre-arranged course session for the group task:

In groups of 3-4, learners should create 3 large flipchart murals answering these questions and giving illustrative examples:

1   How is play a biological necessity?

2   How is play a psychological necessity?

3   How is play a sociological necessity?

Unit 1 – Understanding Playwork Principles

Individual Observations and Reflections 1 - Supporting Play

After completing and recording at least 3 observations (as described above), learners should individually reflect back on these and note down answers to the following questions:

1   *What do your observations tell you about play from children's perspectives?*

2   *Are the adults supporting freely chosen play or doing something else?*

3   *What impact is children's play having on the adults?*

4   *Do different kinds of playing have different effects or cause different feelings in adults?*

5   *What have you learnt from your observations and reflections about how playworkers support children's control of their playing?*

Unit 1 – Understanding Playwork Principles

Group Task 1.2 – The Role of the Playwork Team in Supporting Play

Learners should take their observations and answers to the above questions to a pre-arranged course session in order to contribute to a group discussion.

At this discussion, the group should consider the following questions and all members of the group should contribute to both the discussion and recording of it.

1   *Why is it important that a playwork team reflect together on how they do their playwork? How might they do this and what should they discuss?*

2   *How do playworkers advocate for play? What examples have you seen?*

3   *What kinds of interventions have you seen? Did they support freely chosen play? Did they match the playwork intervention styles? (see below)*

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.

Unit 1 – Understanding Playwork Principles

Written Questions

1   Which **4** articles in the UN Convention on the Rights of the Child are most important to playwork and why?

2   How do these affect playwork organisations?

3   How can playworkers balance the needs and rights of individual children and young people with the needs of others? Give examples from your observations or your own reflections to illustrate why this is important.

Unit 2 – Understanding Children and Young People's Self-Directed Play

Delivery Guidance

Learners will need to receive input on the following topics, and further their knowledge with personal reading:

- Play cycle

- Play types

- Theory of loose parts

- Play needs and play preferences

- Intervention styles

- Risk-benefit analysis

Unit 2 – Understanding Children and Young People's Self-Directed Play

Individual Observations and Reflections 2 – Key Concepts Involved in Play

Learners will need to record their observations of children playing, as described at the beginning of unit 1, and then reflect on, identify and annotate on the observation the play types and component parts of the play cycle they have seen.

Following these observations, learners should reflect on and record separately their answers to the following:

1 *Which play needs and play preferences were exhibited by the children and why?*

2 *What loose parts were used by the children in their playing?*

Unit 2 – Understanding Children and Young People's Self-Directed Play

Group Task 2.1 – Reflecting on Self-directed Play

Learners should bring their observations and reflections to a pre-arranged course session and in a group discuss and answer the following questions:

1 *How can you tell when observing play that it is freely-chosen and self-directed?*

2 *Why is observing play important? What have you learnt from doing it?*

3 *What does it actually mean to observe play sensitively – How did you do it?*

4 *What is the difference between 'play needs' and 'play preferences'? What examples have you come across in your observations and how did you know the difference?*

Unit 2 – Understanding Children and Young People's Self-Directed Play

Group Task 2.2 – Balancing Health and Safety with Challenge and Risk

Learners should reflect back on observations they have made and experiences they have had in their playwork and make notes on the following to contribute to a group discussion:

1 *Why are stimulation and challenge important for children when they play?*

2 *How do they benefit from managing and taking risks for themselves?*

3 *When observing other playworkers, how have they recorded risk assessments?*

4 *When observing other playworkers, how have they carried out dynamic risk assessments? Did these support play?*

The group task is to discuss and produce the following:

a) Examples of what might be considered acceptable risks and unacceptable risks for children to take when playing.

b) A handout or poster for playworkers entitled 'How playworkers can balance health and safety with risk and challenge in play'.

Unit 2 – Understanding Children and Young People's Self-Directed Play

Written Questions

1 List the **16** play types. Give examples of those types not annotated in your observations – preferably ones from your practice. How does knowing about play types benefit your playwork practice?

2 What do we mean by 'play spaces' and what kinds are there?

3 What are the main health, safety and security requirements that apply to a play environment?

Unit 3 – Understand How to Safeguard the Wellbeing of Children and Young People

Individual Task 3.1 – Reviewing Policies and Procedures in Safeguarding

Learners can work individually or in pairs to do the following:

A   Review your setting's current safeguarding and child protection policies and procedures and show that you have checked whether they do each of the following:

    1   Clearly place the child/young person at the centre of the process

    2   Refer to a) relevant and current legislation and guidelines and
       b) data protection

    3   Explain how to handle and share information and work in partnership with parents/carers and other relevant people/organisations

    4   Describe indicators and symptoms that may cause concern

    5   Explain what playworkers should do if a) they are concerned and b) there is a disclosure

B   Update and amend the policy/procedures where required and say why this is important.

C   Review your setting's safe practice code and show that you have checked whether it covers each of the following (and any other issues relevant to your setting):

    1   Selection and recruitment of staff, including CRB checks

    2   Lone working

    3   Physical contact

    4   Transport

    5   Intimate care

    6   Puberty issues

    7   Boundaries of relationships with children and young people

    8   Team reflections

D   Update and amend the code where required and say why this is important.

Unit 3 – Understand How to Safeguard the Wellbeing of Children and Young People

Individual Task 3.2 – Supporting Safety and Wellbeing

Learners can work individually or in pairs to do the following:

A   Make a comprehensive list of the risks that children and young people face from

   1   adults

   2   their environments

   3   their use of the internet and mobile phones

Now answer the following questions:

1   *What can/do playworkers do to support and equip children and young people to keep themselves safe?*

2   *How do playworkers encourage children and young people's confidence and self-esteem?*

Unit 3 – Understand How to Safeguard the Wellbeing of Children and Young People

Individual Task 3.3 – Bullying

Learners can work individually or in pairs to answer the following in detail:

1   *What is the difference between teasing, fighting and disagreements amongst children and actual bullying?*

2   *What are the implications of this for playworkers in terms of a) supporting children and young people and b) agreeing an appropriate anti-bullying policy?*

Unit 4: Understand Health, Safety and Security in the Play Environment (and Unit 9: Engage in Personal Development in Health, Social Care or Children's and Young People's Settings)

Individual Task 4.1 – Reviewing Policies and Procedures in Health, Safety and Security

Learners need to thoroughly read, and be prepared to explain, all policies and/or procedures in their setting which relate to the following aspects of health, safety and security:

1   Arrivals and departures of children and young people

2   Storage and administration of medicines

3   Lifting and carrying

4   Hazard checklists for premises, equipment, toilets etc.

5   Movement and activity of children and young people

6   Dealing with accidents and injuries

7   Emergency procedures for fire, missing children and evacuation

8   Food, hygiene and waste disposal

Learners are to bring these to a pre-arranged course session.

In the session, the trainer should facilitate a discussion where each learner examines their policies and procedures in the light of the following questions, making notes as they go along:

1   *Is the policy/procedure clear and practical?*

2   *Is the policy/procedure underpinned by the playwork principles?*

3   *Does it promote children's rights?*

4   *Does it take account of different children's ages and abilities?*

5   *Are there any omissions?*

6   *Why does this policy/procedure exist?*

Following the session, individual learners should reflect back and record answers to the following:

a) *What has this made me think about?*

b) *What have I changed/could I change as a result of this review?*

Undertaking these reflections will also contribute to the assessment for unit 9

Unit 4: Understand Health, Safety and Security in the Play Environment

Group Task 4 – Assessing Risk

Learners should think of a time when they have undertaken the following risk-benefit assessments:

- Formal
- Informal

In preparation for the next session they should bring a copy of the formal assessment, and some notes that will help them tell the story behind the informal assessment.

In the group session, learners should compare and contrast these assessments recording the key points about the different methods used. They should then discuss the following questions, again recording the main points from the discussion:

1 *When is a formal risk-benefit assessment required and why?*

2 *Do you ever record informal or dynamic risk-benefit assessments? If so, when, why and how?*

Unit 4: Understand Health, Safety and Security in the Play Environment

Individual Task 4.2 – Illnesses and Allergies

Learners to give **3** common examples of each of the following:

	Illness	Description	Response
1			
2			
3			
	Allergy	**Description**	**Response**
1			
2			
3			

Unit 5: Understand the Organisational Framework for Play (and Unit 9: Engage in Personal Development in Health, Social Care or Children's and Young People's Settings)

Individual Task 5 – Reviewing Policies and Procedures in Meeting Needs and Rights

Learners need to thoroughly read, and be prepared to explain, all policies and/or procedures in their setting which relate to the following aspects of meeting needs and rights:

1   Play

2   Anti-discriminatory practice

3   Child protection and bullying

4   Responding to behaviour

Learners are to bring these to a pre-arranged course session.

In the session, the trainer should facilitate a discussion where each learner examines their policies and procedures in the light of the following questions, making notes as they go along:

1   *Is the policy/procedure clear and practical?*

2   *Is the policy/procedure underpinned by the playwork principles?*

3   *Does it promote children's rights?*

4   *Does it take account of different children's ages and abilities?*

5   *Are there any omissions?*

6   *Why does this policy/procedure exist?*

Following the session, individual learners should reflect back and record answers to the following:

a)   *What has this made me think about?*

b)   *What have I changed/could I change as a result of this review?*

Undertaking these reflections will also contribute to the assessment for unit 9

Unit 6: Understand How to Support Positive Outcomes for Children

Group Task 6 – The Social, Economic and Cultural Environment

Learners should create **3** large murals/flipcharts to list the factors that impact on the lives of children and young people entitled:

- Social
- Economic
- Cultural

The group should then agree and record the key points from a discussion about what playworkers should do with this knowledge. Individuals will need to make a copy of the key points for their own portfolios.

Unit 6: Understand How to Support Positive Outcomes for Children

Written Questions

1   If a playworker supports 'Every Child Matters', what outcomes are they trying to achieve?

2   Why should children and young people be at the centre of the organisation's delivery of playwork?

3   How and why should children and young people participate in decision-making in the setting and what support does the playworker provide for this process?

Unit 6: Understand How to Support Positive Outcomes for Children (and Unit 5: Understand the Organisational Framework for Play)

Individual Research Task 6 – Disability, Equality, Diversity and Inclusion

Learners should individually research the following websites:

- Every Disabled Child Matters
- KIDS

Then either individually or in pairs they should answer the following questions:

1   *In what ways does the social model make an impact on a positive attitude towards children and young people?*

2   *How might this be in contrast to the medical model?*

3   *What are the barriers and issues that affect children and young people's right to play and to access play spaces?*

4   *What do playworkers do to overcome these?*

5   *Define equality, diversity and inclusion in the context of playwork.*

6   *Give an example of a play setting that is*

   a) *separate*

   b) *segregated*

   c) *integrated*

   d) *inclusive*

Unit 7: Understand Relationships in the Play Environment

Group Task 7.1 – Developing Relationships

1   Learners should consider the following three children:

- A 4-year-old boy who throws his coat and bag into a corner and races outside

- An 8-year-old girl who arrives in a stroppy mood and starts winding up and challenging the playworker

- A 13-year-old who is new to the setting, knows no other children and sticks to the playworker like glue

They should then discuss in a group and complete the following tasks:

a)   Record **3** possible responses to **each** of the children above that show a respect for their individuality.

b)   List what would generally be considered the appropriate **and** inappropriate ways for a playworker to interact with children and young people.

2   Working together in pairs learners should make a list of decisions that are regularly made in playwork settings and complete the following columns:

Decision	Made by whom	Why is decision made by this person/people?

Then they should answer the following question:

How could playworkers better involve children and young people of different ages and abilities in making decisions that affect them?

Unit 7: Understand Relationships in the Play Environment

Group Reflection 7 – Supporting Communication

Playworkers regularly engage with children and young people; their conversations will be about a range of subjects.

Ask individual learners to come prepared to tell a story at the next course session about a recent conversation or dialogue they have had with a child or group of children. Once the stories have been told, learners should reflect together on the following, with individuals making their own notes on their own answers:

1 *Were you (the playworker)*

    a *playful?*

    b *clear?*

    c *supportive?*

    d *patronising or dismissive?*

2 *Were your responses respectful?*

3 *How can you be sure of any of your answers to the above?*

4 *Why are our responses - and our reflection on them – important?*

5 *What do you understand by the term 'communication difficulties'?*

6 *What would you do differently if a child had communication difficulties?*

Unit 7: Understand Relationships in the Play Environment

Observation by Assessor 7 – Your Assessor Observing You Supporting Communication

The following criteria in unit 7 should be observed and clarified through questioning

Unit 7/Understand Relationships in the Play Environment Learning outcome 3: Be able to support communication with children and young people	3.1 Demonstrate two-way communication with a range of children and young people 3.2 Demonstrate behaviour that shows children and young people's ideas and feelings are valued 3.3 Demonstrate different methods of supporting children and young people to communicate with others

Learner's name	
Play setting	
Date of observation	

Record of observation	
Describe here the setting: number and age range of children, what's in the environment, what's going on, etc	

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 7: Understand Relationships in the Play Environment

Individual Reflection 7 – Responding Positively

Following their observations of children playing, learners should reflect on and record their answers to the following:

1 *Which behaviours in children and young people do you find annoying and why? How might you respond positively?*

2 *Which behaviours cause you anxiety? How do you respond and why? How might you respond positively?*

3 *Think of a child you warm to and one you don't. How do you ensure you do not favour one over the other?*

4 *Why should children resolve their own conflicts and how have you enabled them to do so?*

Unit 7: Understand Relationships in the Play Environment (and Unit 9: Engage in Personal Development in Health, Social Care or Children's and Young People's Settings)

Group Task 7.2 – Developing Values and Respect

Learners should make notes about examples of when they have helped children to relate to and respect other children and bring their notes to a course session.

At this session learners should discuss, and record, whether and how their actions were consistent with the playwork principles: Were they being a playworker or were they playing the role of a teacher or parent?

Recording notes on this group reflection will also contribute to the assessment for unit 9

Unit 7: Understand Relationships in the Play Environment

Group Task 7.3 – Communicating with Other Adults

Learners should make notes about situations that have involved conflict or disagreement between playworkers and other adults and bring their notes to a course session.

At this session learners should discuss, and record, the following on a large mind-map:

1 *Who are the other adults that playworkers relate to?*

2 *Why is it important that there is clear and positive communication with these people?*

3 *What are the potential conflict points between playworkers and these other adults and why?*

4 *What communication difficulties might some adults have?*

5 *Give a range of ways that playworkers can respond to and resolve 3 and 4 above.*

Unit 8: Understand How to Plan for and Support Children and Young People's Self-Directed Play

Group Task 8 – Planning for Self-Directed Play

Learners should work in small groups to discuss and record answers to the following:

1 *List a range of ways to talk to children and young people about what they want.*

2 *Which of these are best and why?*

3 *Why is it important to know?*

4 *How do children and young people's play needs and preferences change as they develop?*

Unit 8: Understand How to Plan for and Support Children and Young People's Self-Directed Play (and Unit 9: Engage in Personal Development in Health, Social Care or Children's and Young People's Settings)

Individual Reflection 8.1 – Evaluating Play Provision

Learners should complete each of the following best practice bench-marks in relation to their own setting and personal practice; this will take some considerable time:

1 First Claim Framework for Playwork Quality Assessment - pages 23-4 and 31-32. This is available from: Play Wales, Baltic House, Mount Stuart Square, Cardiff Bay, Cardiff CF10 5FH. Tel: 0292 048 6050

2 Best Play Objectives 1-7. This can be downloaded from publications on Children's Play Council website. www.ncb.org.uk/cpc

3 All of Us – The Framework for Quality Inclusion. This can be downloaded from KIDS website, under publications – briefings. www.kids.org.uk)

4 Play Environments – A Question of Quality by Bob Hughes – content and ambience indicators in Appendices 1 and 2 available from PlayEducation via www.playeducation.com

If the setting is doing Quality in Play, Play England's quality assurance scheme, this should also be used here.

Undertaking these reflections will also contribute to the assessment for unit 9

Unit 8: Understand How to Plan for and Support Children and Young People's Self-Directed Play

Group Reflection 8.1 – Creating Play Spaces

Each learner should draw the layout of their setting both indoors and outdoors and then think of examples of physical, permanent, transient and affective play spaces that exist and have existed there; indicating where on the diagram these are/were.

Learners should consider who was in control of creating these spaces: adults, children, both? They should make notes about what resources were used in the process and what the children played in these spaces and bring the notes along with their layout diagrams to a course session to discuss further.

In the group session learners should consider and record answers to the following questions:

1 *How did you know what spaces existed?*

2 *Was the play in the space affected by who created it?*

3 *What have we learnt from this about the playworker's role in creating play spaces?*

Unit 8: Understand How to Plan for and Support Children and Young People's Self-Directed Play (and Unit 9: Engage in Personal Development in Health, Social Care or Children's and Young People's Settings)

Individual Reflection 8.2 – Supporting Self-Directed Play

Learners should individually complete the following reflection questions adapted from pages 28-30 in First Claim – a framework for playwork quality assessment (2001), Play Wales:

1   Wait to be invited to play

Do I ever 'invite myself' and just join in regardless? When and why?

2   Enable play to occur un-interrupted by me

Do I ever interrupt playing? For what reasons? Are these reasons good enough?

3   Enable children to explore their own values

Which of my own values or beliefs do I feel I need to impress on children and why? How and when have I done this? Are there appropriate times to do this or not?

4   Leave children to improve their own performance

Have I tried to help them 'do it better' or 'do it this way'? Why?

5   Leave the content/intent of play to the children

Have I tried to change their playing/introduce a different 'theme'/told them to play nicely/suggested they do something else? Why?

6   Let the children decide why they play

Have I bribed/cajoled/pushed children into playing something? Have I planned potential activities and expected them to take part? When they change the play or the rules, have I been okay with that or still pushed my agenda?

7   Enable the children to decide what is appropriate behaviour

Have I told children not to be horrible/not to exclude/not to swear/not to fight?

Have I told children to share/to say sorry/to be careful?

Why is it unhelpful for me to do this when children are playing?

8   Only organise when children want me to

What do I do and how do I feel when children are bored? Do I organise games or activities without them asking? Is there a difference between organising and sparking play? Can I give examples of when I have done each?

9 *Can I give examples of when I have used the above styles and when I have not? What can I learn from this? What are my 'triggers'?*

Undertaking this reflection will also contribute to the assessment for unit 9

Unit 8: Understand How to Plan for and Support Children and Young People's Self-Directed Play

Group Reflection 8.2 – Managing Risk

Learners should look for examples of risky play across the age range in their observations and then make notes on the following questions:

1 *Did the children recognise and take account of the risks? If so, how and why is this important?*

2 *Did children's ages make any difference to their individual risk-taking?*

3 *Were any present adults supporting or inhibiting this play?*

4 *Does your setting have guidelines on risky play? Why or why not?*

Learners should then take their observations and notes to a group session where the questions will be further discussed and a record kept by everyone of the key points from the discussion.

Unit 9: Engage in Personal Development in Health, Social Care or Children's and Young People's Settings

Delivery Guidance

This unit is about reflective practice and learners should be encouraged from the very beginning of the course and throughout its duration to be:

- Doing regular observations of children playing/of play spaces/of other playworkers etc.

- Reflecting on their own experiences, interventions, feelings, reactions and responses

- Thinking critically about what they are reading and learning

- Keeping notes and records on all the above in a *reflective practice folder*

Many of the assessment methods in other units (ie. reflective tasks, notes for and from group discussions) will also contribute to their reflective practice folder and when done will contribute to the assessment for this unit – see tasks above and the assessment plan for details.

At the beginning of the course, learners should identify someone (a mentor or knowledgeable colleague who can ask supportive and probing questions) with whom they can develop a plan for their personal development over the next year.

Unit 9: Engage in Personal Development in Health, Social Care or Children's and Young People's Settings

Personal Development Plan – Agreeing a Plan

The plan might cover any or all of the following, including timescales and priorities, and should be added to throughout the course:

- Books, articles for reading

- Websites to visit

- Qualifications to achieve

- Things to find out about

- Settings/places to visit

- People to talk to

The personal development plan should be included in the reflective practice folder and reviewed at the end of the course.

Unit 9: Engage in Personal Development in Health, Social Care or Children's and Young People's Settings

Individual Reflection 9 – Using Reflective Practice

To complete this unit, learners should individually complete the following reflection questions as fully as possible:

1 Thinking about my interactions and interventions with children

What feelings do I experience when watching children playing and why?

What behaviours trigger fear, anxiety, anger, frustration, excitement, sadness in me?

How do I block or inhibit play?

When do I get too involved, too directive, too instructive?

Why did I say or do that?

Who is benefiting, the children or me?

Can I hear my parent(s)/carer(s) talking through me?

Am I consistent?

2 Observing children playing now and thinking about how this can inform my understanding and improve my practice

What are the children playing and how? What with, who with and where?

How does it change? How does it end?

What feelings are evident?

What play types are being displayed?

What cues are being given out? What returns are going on? What play frames are happening and who or what is creating them?

What happens when an adult intervenes and why?

3 **Observing the play environment and thinking about how this supports or inhibits play**

What different kinds of spaces exist? Can/do these change, and if so who changes them?

What is new and stimulating?

What resources or materials have high play value?

Is there play with the elements?

What kinds of lighting or music are there?

Who 'owns' the space?

Are there opportunities for risk and challenge?

4 **Observing other playworkers and thinking about how they support or inhibit play**

Are other workers observant, responsive, supportive or are they directive, prescriptive, inflexible?

What rules (including unwritten rules) exist?

Are children supported in freely expressing their emotions?

What are the differences between workers? Who do children most gravitate towards and why?

5 **Thinking about what I did and felt when I played and the relevance this may have on my practice now**

Are my experiences the same or different to those of other people, both in the past and now?

How do my experiences affect my attitudes to children now?

How do my experiences impact on my interaction with children now?

Do I try to inhibit or recreate any of my experiences?

Am I still 'playing out' some of the feelings and issues I had then?

Do I have a rose-tinted view of my childhood play experiences?

Have I blanked out the 'nastier' side to play?

6 **Reading relevant literature and thinking critically about how this informs or relates to practice**

Can I see this (the thing I am reading about) happening in real life?

What other evidence bears this out?

Does this relate to my past and/or present experience?

What does my intuition say about this? How can this help me and my practice?

7 **How does reflecting on my practice make me a better playworker?**

Annexe J: Assessment Plan and Summary of Achievement Table

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 1.1 The need for play	1	1.1, 1.2, 1.3		
Individual observations and reflections 1 Supporting play	1	3.2, 3.3, 3.6		
Group task 1.2 The role of the playwork team in supporting play	1	3.1, 3.2, 3.3, 3.5, 3.6, 3.7		
Written questions Short-answer questions	1	2.1, 2.2, 3.4		
	2	2.1, 2.2, 3.1		
Individual observations and reflections 2 Key concepts involved in play	2	2.1, 4.2, 4.3, 4.4, 4.5		
Group task 2.1 Reflecting on self-directed play	2	1.1, 1.2, 1.3, 2.1, 4.3		
Group task 2.2 Balancing health and safety with challenge and risk	2	3.2, 3.3, 3.4, 3.5, 3.6		
Individual task 3.1 Reviewing policies and procedures in safeguarding	3	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3,		

Assessment task	Unit	Assessment criteria	Assessor sig and date	IV sig and date
Individual task 3.2 Supporting safety and wellbeing	3	6.1, 6.2, 6.3, 6.4, 7.1, 7.2		
Individual task 3.3 Bullying	3	5.1, 5.2, 5.3		
Individual task 4.1 Reviewing policies and procedures in health, safety and security	4	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.6, 5.1		
	9	1.1, 1.2, 2.1, 3.1, 5.1, 5.2		
Group task 4 Assessing risk	4	3.1, 3.2		
Individual task 4.2 Illnesses and allergies	4	4.4, 4.5		
Individual task 5 Reviewing policies and procedures in meeting needs and rights	5	1.1, 1.2, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5		
	9	1.1, 1.2, 2.1, 3.1, 5.1, 5.2		
Group task 6 The social, economic and cultural environment	6	1.1, 1.2, 1.3		
Individual research task 6 Disability, equality, diversity and inclusion	5	1.3, 1.4, 1.6		
	6	3.1, 3.2, 3.3, 3.4, 4.1, 4.2		
Group task 7.1 Developing relationships	7	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7		
Group reflection 7 Supporting communication	7	2.1, 2.2, 2.3, 2.4		
Observation by assessor 7 Your assessor observing you supporting communication	7	3.1, 3.2, 3.3		

Assessment task	Unit	Assessment criteria	Assessor sig and date	IV sig and date
Individual reflection 7 Responding positively	7	4.4, 4.5, 4.6. 4.7		
Group task 7.2 Developing values and respect	7	4.1, 4.2, 4.3		
	9	2.2, 2.3		
Group task 7.3 Communicating with other adults	7	5.1, 5.2, 5.3, 5.4, 5.5		
Group task 8 Planning for self-directed play	8	1.1, 1.2, 1.3		
Individual reflection 8.1 Evaluating play provision	8	1.4		
	9	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 5.1, 5.2		
Group reflection 8.1 Creating play spaces	8	2.1, 2.2, 2.3, 2.4, 2.5		
Individual reflection 8.2 Supporting self-directed play	8	3.1, 3.2, 3.3, 3.4, 3.5, 3.6		
	9	1.1, 1.2, 2.2, 3.1		
Group reflection 8.2 Managing risk	8	4.1, 4.2, 4.3, 4.4		
Personal development plan Agreeing a plan	9	3.2, 4.1, 4.2, 4.3		
Individual reflection 9 Using reflective practice	9	2.1, 5.2		

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.