

Pearson BTEC Level 2 Award in Playwork (QCF)

Specification

BTEC Specialist qualification

First teaching August 2014

Edexcel, BTEC and LCCI qualifications

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- 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 (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, i.e. Technical Certificates.

There are three sizes of BTEC Specialist 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 achieved the learning outcomes of the unit.

The credit value of a unit is based on:

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

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Award in Playwork (QCF)
QCF Qualification Number (QN)	601/1127/6
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start Date	29/08/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+
Credit value	10
Assessment	Centre-devised assessment (internal assessment).
Guided learning hours	72
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our Access and Recruitment Policy (see <i>Section 10, Access and recruitment</i>).

QCF Qualification Number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. Every unit in a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website at: www.edexcel.com/iwantto/Pages/uk-information-manual

Qualification objective

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

The qualification introduces learners to the playwork sector. It is ideal for playworkers who take on voluntary, seasonal or part-time roles in the sector, developing the knowledge, understanding and skills learners need to prepare for employment in the sector. Learners have the opportunity to achieve a nationally-recognised Level 2 qualification and develop their own personal growth and engagement in learning.

Relationship with previous qualifications

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

Progression opportunities through Pearson qualifications

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

Industry support and recognition

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

Relationship with National Occupational Standards

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

3 Qualification structure

Pearson BTEC Level 2 Award in Playwork (QCF)

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

Minimum number of credits that must be achieved	10
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	H/600/9500	Playwork Principles	2	3	29
2	M/600/9502	Working within a Play Environment with Children and Young People	2	4	17
3	F/600/9505	Supporting Children and Young People's Play	2	3	26

4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all of the unit's learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must meet any additional requirements given in the *Information for tutors* section of each unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

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 units.

There is more guidance about internal assessment on our website. For details please see *Section 13 Further information and useful publications*.

5 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at: www.edexcel.com/policies

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 credit achievement.

6 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 appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to www.legislation.gov.uk

7 Centre recognition and approval centre recognition

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

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 BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement that 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.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance 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 qualification in this specification, the Pearson quality assurance model will be the process listed below:

- annual sampling by a Standards Verifier of assessment and internal verification decisions, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of centre's strategy for assessing and quality assuring its BTEC Programmes

For further details please see the *UK Vocational Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer this qualification using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure that a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

10 Access and recruitment

Pearson's policy regarding access to our 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 those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's 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 the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be 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 may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website at: www.edexcel.com/policies

12 Units

Units have the following sections.

Unit title

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

Unit reference number

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

QCF level

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

Credit value

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

Guided learning hours

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

Unit aim

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

Essential resources

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

Unit assessment requirements/evidence requirements

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

Learning outcomes

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

Assessment criteria

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

Unit amplification

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

Information for tutors

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

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

Unit 1: Playwork Principles

Unit reference number: H/600/9500

QCF level: 2

Credit value: 3

Guided learning hours: 29

Unit aim

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

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

Essential resources

There are no special resources needed for this unit.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall SkillsActive assessment strategy in *Annexes C and D*.

Learning outcomes, assessment criteria and unit amplification

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

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

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

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

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

Information for tutors

Delivery

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

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

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

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

Assessment

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

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

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

Suggested resources

Textbook

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

Websites

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

More resources are listed in *Annexe G*

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

Unit reference number: M/600/9502

QCF level: 2

Credit value: 4

Guided learning hours: 17

Unit aim

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

Essential resources

There are no special resources needed for this unit.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall SkillsActive assessment strategy in *Annexes C and D*.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the nature of the playworker's relationship with children and young people	1.1	Describe why it is important for the playworker to establish an effective rapport with all children and young people in a play environment	<ul style="list-style-type: none"> □ The playworker's role in developing effective rapport: speech, body language, appropriate to the age/stage of development, positive effect of developing an effective rapport (giving children and young people confidence, sense of belonging, trust, sense of self-worth), being valued as an individual, having views listened to and taken seriously, likelihood of children and young people confiding in adults, learning and development □ Negative effects when effective rapport is not established: isolation, low self-esteem, lack of motivation to engage, learning and development, mistrust, not feeling valued, listened to or taken seriously, children and young people less likely to confide in adults
		1.2	Outline what is meant by an honest, respectful and trusting relationship with all children and young people in a play environment	<ul style="list-style-type: none"> □ How the terms 'honest', 'respectful' and 'trusting' are interpreted and applied in playwork settings to include: relationships between adults and children and young people (impact of having positive relationships and impact on children and young people in their approaches to engaging with adults and play opportunities)
		1.3	State why it is important to communicate effectively with all children and young people in a play environment	<ul style="list-style-type: none"> □ Examples of using good and bad communication skills with children and young people, how these demonstrate the importance of communicating effectively with all children and young people, how this impacts on children and young people's play and overall development

Learning outcomes	Assessment criteria	Unit amplification
	1.4 Identify features of good communications with children and young people	<ul style="list-style-type: none"> <li data-bbox="240 197 400 1173">□ Good communication can include: body language (eye contact, positive posture, listening skills), communication appropriate to the age/stage of children and young people, positive role modelling (social skills, behaviour, relationships and communication with children and young people and colleagues)

Learning outcomes	Assessment criteria		Unit amplification
	1.5	Outline what is meant by treating children and young people fairly	<ul style="list-style-type: none"> □ Showing the different ways and approaches the playworker can adopt: through collaboration, inclusion, responding to needs and wishes (UN Convention, family's wishes, child's needs)
	1.6	Describe why it is important for the playworker to value all children and young people's individuality and differences	<ul style="list-style-type: none"> □ Individuality and differences can include: special needs, disability, culture, religion, beliefs, wishes, customs and practices, personal preferences □ Importance of valuing should cover examples of the positive and negative effects (effects on individuals, impact of own beliefs, values on working with others, impact on setting, impact on parents and carers)

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

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

Learning outcomes	Assessment criteria		Unit amplification
3 Be able to contribute to an inclusive and stimulating play environment	3.1	Develop an effective rapport with children and young people in a play environment	<ul style="list-style-type: none"> □ Effective rapport: how the learner establishes relationships with individual and groups of children and young people (finding out about interests, dislikes), communication skills, providing resources and opportunities based on interests
	3.2	Treat children and young people in a play environment with honesty, respect, trust and fairness	<ul style="list-style-type: none"> □ Demonstration of how playworkers can model honesty, respect, trust and fairness (through modelling positive behaviour)
	3.3	Communicate with children and young people in a play environment as appropriate to their needs	<ul style="list-style-type: none"> □ Appropriate to the needs of children and young people: at a level of understanding (special needs, disability, language, culture)
	3.4	Suggest ways in which a play environment could be made more inclusive and stimulating	<ul style="list-style-type: none"> □ Provide examples using different age groups, stages of development, specific and individual needs

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

Information for tutors

Delivery

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

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

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

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

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

Assessment

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

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

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

Suggested resources

Textbooks

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

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

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

Websites

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

More resources are listed in *Annexe G*

Unit 3: Supporting Children and Young People's Play

Unit reference number: F/600/9505

QCF level: 2

Credit value: 3

Guided learning hours: 26

Unit aim

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

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

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

Essential resources

There are no special resources needed for this unit.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall SkillsActive assessment strategy in *Annexes C and D*.

Learning outcomes, assessment criteria and unit amplification

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

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

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

Learning outcomes	Assessment criteria		Unit amplification
2 Be able to support children and young people's play	2.1	Make a variety of 'loose parts' available to children and young people	<ul style="list-style-type: none"> □ Loose parts: items and materials, inside and outside the setting, that children and young people can adapt, control, change, use initiative and imagination (sand pit, water, ropes, tyres, boxes, blankets, paper, stones, buckets, play clothes) □ Learners should set up environments using loose parts, giving reasons why these support children and young people's play
	2.2	Give attention to children and young people's play whilst being sensitive to own impact on the play space	<ul style="list-style-type: none"> □ Attention to children and young people: facilitating play and acting as advocate, responding to play cues, recognition of own presence in children and young people's play activities (allowing privacy whilst maintaining a safe environment, allowing children and young people to play freely and intervening appropriately to extend play)
	2.3	Identify play cues and returns	<ul style="list-style-type: none"> □ Definition of play cues, with examples □ Definition of returns, with examples (verbal and non-verbal, gestures, facial expressions, body language)
	2.4	Provide playful responses to play cues	<ul style="list-style-type: none"> □ Definition of playful responses (Bateson 1972, Sutton-Smith 2003) □ Examples of playworker's playful responses to play cues
	2.5	Work as a team member when supporting children and young people's play	<ul style="list-style-type: none"> □ Team member: working collaboratively with others (sharing observations, planning, developing and setting up play spaces, supporting team members, maintaining a consistent approach to supporting children and young people's play)

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

Information for tutors

Delivery

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

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

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

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

Assessment

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

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

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

Suggested resources

Textbook

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

Websites

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

Other

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

More resources are listed in *Annexe G*

13 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.

Publications on the quality assurance of BTEC qualifications are available on our website at www.edexcel.com/btec/delivering-BTEC/quality/Pages

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

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: www.edexcel.com/resources/publications/Pages

14 Professional development and training

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- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

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- Ask the Expert: submit your question online to our Ask the Expert online service www.edexcel.com/aboutus/contact-us/ask-expert/Pages and we will make sure your query is handled by a subject specialist.

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.

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, stringthe possibilities are endless. They then unobtrusively observe, intervene very occasionally and then reflect on what they have seen, said and done.

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

What age range of children must learners be working with?

The answer is whoever learners are working with. If they work with children aged 3-5, or 7-10, or 14-16, or any other range or combination of ranges, they can get their qualification as long as they are in a setting whose main purpose is to provide children and young people with opportunities for freely-chosen self-directed play (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.

Assessment Strategy

Introduction

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

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

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

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

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

Background

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

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

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

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

Overarching Quality Assurance Principles

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

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

Key Components of the Assessment Strategy

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

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

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

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

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

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

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

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

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

3. Design of the Qualifications that confirm Occupational Competence

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

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

4. Quality Control

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

4.1 External Verifiers and External Verification³

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

SkillsActive expects:

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

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

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

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

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

⁴ In Scotland this is now Learning and Development Unit 12

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

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

4.2 Risk rating and risk management

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

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

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

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

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

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

4.3 Internal verification

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

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

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

- employed by the same organisation (recognised centre) as the assessors or...

- working in partnership with, and drawing on evidence from, assessors' organisation(s) (recognised centre).

The prospective **Internal Verifier** must:

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

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

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

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

⁶ In Scotland this is now Learning and Development Unit 12

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

4.4 Awarding Bodies Forum

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

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

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

5. Workplace assessment

5.1 Assessment Centres must:

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

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

5.2 Assessors

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

Assessors should be one of the following:

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

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

Assessors must:

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

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

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

5.3 Witness testimony

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

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

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

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

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

6 Simulation

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

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

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

Annexe D

Evidence Requirements and Assessment Guidance

Introduction

In August 2007, new National Occupational Standards for Playwork level 2 were approved.

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

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

Although the Award is a free-standing qualification, the units that make up the Award also sit inside the Certificate and, although the Certificate is free-standing, the units that make up the Certificate also sit inside the Diploma. The Award and Certificate units mainly cover knowledge and understanding derived from the level 2 national occupational standards. They also require a limited amount of application in a Playwork setting. This could be done in a limited period of time, for example whilst on a holiday play scheme or on work experience from a college course. The Award and Certificate, therefore, are intended to prepare the learner for employment, and this is their purpose. **They do not confirm occupational competence**, only that the learner is ready to enter employment as a playworker.

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

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

SkillsActive wishes to ensure that the assessment guidance and evidence requirements for the new qualification are uniform. Therefore it has adapted the Common Evidence Requirements and Assessment Guidance which were previously developed for the Playwork N/SVQ at level 2, to meet QCF requirements for the delivery of the new NVQ.

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

Occupational competence for assessors, internal and external verifiers for the Level 2 Playwork

The following sections set out the criteria for their appointment;

Assessors

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

Internal verifiers

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

External verifiers

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

What follows are the specific criteria for the Level 2 in Playwork and they apply equally to prospective external and internal verifiers and assessors, who must have¹:

Required criteria:

- 1 Have worked with children and young people as a Playworker in settings underpinned by the Playwork Principles.
- 2 Demonstrate Playwork experience, knowledge and skills required to make accurate judgements about others' competence.
- 3 Have knowledge and understanding of, and commitment to, the Playwork Principles.
- 4 Have actively and consistently participated in a process of current and relevant continuous professional development to keep up to date with best Playwork practice. This must be evidenced by a reflective account (this could include attendance at sector training days, seminars and conferences, training, reading and face to face work)

Desirable criteria;

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

Appointment process for External verifiers

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

- 1 Each prospective EV is asked to submit a personal statement concerning their work in play and the sector's Principles.
- 2 Awarding bodies have an occupationally competent member on their interview panels.

General assessment principles

Holistic assessment

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

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

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

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

How much evidence is necessary?

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

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

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

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

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

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

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

Simulation

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

Collecting Evidence

When collecting evidence, assessors need to ensure that:

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

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

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

Observations

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

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

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

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

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

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

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

Knowledge and understanding

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

Validity and Consistency of Observations

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

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

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

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

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

Recording of competence

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

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

Evidence Gathering Methods

- Observation by a qualified and occupationally expert assessor (as defined in the Assessment Strategy).
- Expert witness statements: statements by a line manager or already qualified playworker.
- Other forms of witness testimony e.g. from a colleague, parent/carer or a child. They must be a credible witness (who can be checked out if needed)
- Reflective account by the candidate that details what the candidate said, did and why
- Work products showing work undertaken by the candidate
- Professional discussion where the candidate describes what they said, did and why

Unit by Unit Evidence Requirements and Assessment Guidance

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

Playwork Principles

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

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

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

- 1 All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and well being of individuals and communities.
- 2 Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
- 3 The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
- 4 For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
- 5 The role of the playworker is to support all children and young people in the creation of a space in which they can play.
- 6 The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
- 7 Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.
- 8 Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and well being of children.

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

Explanation and Examples of Terms

Ability

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

Acceptable level of challenge and risk

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

Aims

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

Affective play space

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

Assessing risk

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

Anti-discriminatory practice

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

Barriers to access

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

Body language

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

Bridging worker

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

Bullying

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

Children and young people

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

Children and young people's rights

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

Colleagues

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

Communicate/communication

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

Concern

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

Consult/consultation

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

Continuing professional development

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

Conventional language

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

Cultural dietary requirements

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

Development

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

Difference

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

Disability*

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

Disabled children and young people

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

Disabling attitudes/behaviour

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

Discriminatory practice/attitudes

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

Diversity

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

Effectively

Producing a successful outcome for the persons involved.

Emergency

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

Feedback

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

Financial transactions

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

Good team work

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

Group agreements

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

Hazard

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

Health and safety policies and procedures

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

Health and safety requirements

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

Impairment**

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

Inclusion/inclusive provision

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

Individuality

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

Intervention styles

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

Line manager

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

New goals and targets

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

Non-conventional communication

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

Non-conventional language

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

Non-verbal communication

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

Observation

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

Organisation

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

Organisation's policies and procedures

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

Permanent play space

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

Personal care assistant

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

Physical play space

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

Plan

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

Play cues***

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

Play cycle***

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

Play environment

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

Play process

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

Play space

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

Playwork practice

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

Reflect

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

Resources

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

Responsible Colleague

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

Risk

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

Segregated play provision

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

Security hazards

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

Separate play provision

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

Serious injury

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

Social Model of Disability

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

Specific dietary requirements

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

Specific play opportunity

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

Staff/child ratio

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

Support

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

Transient play space

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

Transition

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

Unacceptable risk

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

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

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

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

Useful resources

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

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

Play and Playwork

Websites

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

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

Journals

- *Ip-Dip* – www.ip-dip.com
- *Play Right* – www.ipaworld.org
- *Playwords* – www.commonthreads.org.uk/playwords.aspx
- *Play Today* – www.playengland.org.uk/page.asp?originx_5371d7_64198233264427a2g_200612131711p

Books

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

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

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

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

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

Assessment Guidance

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

Assessment tasks – units 1-3

For units 1-3 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 87) and the accompanying 'Assessment Guidance' (page 85) to be clear about these so that they can be planned into their training programme.

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

Assessment Guidance for the Pearson BTEC Level 2 Award in Playwork (QCF)

Assessment tasks – units 1-3

In order to assess units 1-3 of the new playwork qualifications, Pearson is using a variety of assessment methods in addition to the test already described. This is to make assessment fit-for-purpose; many learners have a learning style that is much more 'hands-on'. It also makes assessment more interesting and less onerous for both learner and assessor.

The methods include:

- 1 Observation of candidate at work by assessor
- 2 Observations by candidate of children playing
- 3 Individual reflections
- 4 Written answers to set questions
- 5 Individual preparation towards group tasks

Guidance follows for each method.

Observation of candidate at work by assessor

Both a blank pro-forma and a completed example for this can be found on pages 92, 93 and 94 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.

1 Observations by learner of children playing

Both a blank pro-forma and a completed example for this can be found on pages 90 and 90 and 91 of this pack.

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

They should:

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

They should **not**:

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

2 Individual reflections

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

3 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.

4 Individual preparation towards group tasks

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

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

One 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 be kept.

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 BTEC Level 2 Award in Playwork (QCF)

Delivery Guidance

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

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

For the Pearson BTEC Level 2 Award in Playwork (QCF)

Unit 1 – Playwork Principles

Group Task 1 – Playwork Principles

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

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

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

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

Group Task 2.1 – Relationships with Children and Young People

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

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

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

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

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

Group Task 2.2 – Supporting a Safe and Challenging Play Environment

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

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

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

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

Written Questions

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

Unit 3 – Supporting Children and Young People’s Play

Observation Task - Observing Children Playing

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

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

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

Unit 3 – Supporting Children and Young People’s Play

Observation Task - Observing Children Playing

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

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

How is what you have seen 'freely-chosen, personally-directed and intrinsically-motivated?'

They were making up their own game as they went along and they were all choosing to keep it going - they were obviously enjoying it - even the discomfort. And when they'd had enough they just moved on....

Were any adult interventions appropriate? Why/not?

The worker telling them to be careful was not appropriate. They were okay and not invading anyone else's space or taking great risks or anything - it just wasn't necessary to say that.

Give examples of three other play types you have seen and what you saw.

Pretending a piece of rope was a snake - symbolic play
A girl being a witch and putting spells on others - fantasy play
A boy taking an old video recorder apart and investigating the bits - exploratory play

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

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

Name of assessor		Signature		Date	
Name of learner		Signature		Date	

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

Observation by Assessor – Your Assessor Observing You as a Playworker

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

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

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

Record of observation

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

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

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

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

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

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

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

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

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

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

Q. Did you respond to any play cues today?

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

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

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

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

Unit 3 – Supporting Children and Young People’s Play

Individual Reflection 1 – Learning Points

Learner’s name	
Date of reflection	

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

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

What feelings have I experienced when watching children playing?

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

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

Unit 3 – Supporting Children and Young People’s Play

Individual Reflection 1 – Learning Points

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

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

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

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

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

What feelings have I experienced when watching children playing?

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

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

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

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

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

Annexe J

Assessment Plan and Summary of Achievement

Learner name:

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

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

Learner declaration

I declare that all the work produced to meet the assessment criteria above has been my own unaided work.

Signed: **Date:**

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

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