

# **Pearson BTEC Level 3 Award in Induction to 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?

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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 3 Award in Induction to Playwork (QCF)
QCF Qualification Number (QN)	601/1137/9
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	29/08/2013
Operational start date	01/08/2014
Approved age ranges	18+ 19+
Credit value	12
Assessment	Centre-devised assessment (internal assessment).
Guided learning hours	95
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**

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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](http://www.edexcel.com/iwantto/Pages/uk-information-manual)

## **Qualification objective**

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The Pearson BTEC Level 3 Award in Induction to Playwork (QCF) is for learners who work in, or who want to work in the playwork sector.

It gives learners the opportunity to gain the basic skills and knowledge required for a more senior role, where they have some responsibility for the safeguarding of children and young people, in the sector. Learners have the opportunity to achieve a nationally-recognised Level 3 qualification.

## **Relationship with previous qualifications**

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

## **Progression opportunities through Pearson qualifications**

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Learners who achieve the Pearson BTEC Level 3 Award in Induction to Playwork (QCF) can progress to the 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**

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

## **Relationship with National Occupational Standards**

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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 3 Award in Induction to 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	12
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	J/602/1798	Understand Playwork Principles	3	4	35
2	L/602/1799	Understand Children and Young People's Self-Directed Play	3	5	35
3	Y/601/1695	Understand How to Safeguard the Wellbeing of Children and Young People	3	3	25

## 4 Assessment

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

<b>Units</b>	<b>Assessment method</b>
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

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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](http://www.edexcel.com/policies)

### Credit transfer

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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](http://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

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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 a 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](http://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: Understand Playwork Principles**

**Unit reference number: J/602/1798**

**QCF level: 3**

**Credit value: 4**

**Guided learning hours: 35**

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## **Unit aim**

The aim of this unit is to cover knowledge and understanding of the principles of playwork practice.

## **Essential resources**

There are no special resources needed for this unit.

## **Unit assessment requirements/evidence requirements**

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

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria	Unit amplification
1	Understand the role of, and need for, play	1.1 Explain the innate drive for children and young people to play	<ul style="list-style-type: none"> <li>□ Play is a necessity: key to development, learning, acquisition of skills, risk, independence, natural drive, areas of development, abilities, likes, choices, outlook on life, pace, identity, stages of development, goals</li> </ul>
		1.2 Analyse how play is necessary for all children and young people's development and well being	<ul style="list-style-type: none"> <li>□ Health and well-being, self-confidence, self-esteem, social interaction, reduce isolation, enhance personal coping skills, exercise, challenge, maintain good health, ideas, feelings, relationships, social interaction, exploration</li> </ul>
		1.3 Explain what is meant by play being a biological, psychological, sociological necessity	<ul style="list-style-type: none"> <li>□ Fundamental to all areas of development, innate/inborn impulse to play, healthy development, instinct, ideas, interests, benefits of play to all aspects</li> <li>□ Biological: how play helps a child physically and how the experiences learnt through play help build skills need to cope in the world</li> <li>□ Psychological: how play helps a child psychologically and helps them to make sense of the world</li> <li>□ Sociological: how play helps with the child's social skills, behaviour and social expectations</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
2 Understand children and young people's rights in relation to play	2.1	Evaluate the importance of the UN Convention on the Rights of the Child in relation to play provision	<ul style="list-style-type: none"> <li>□ The right to play is a human right for children and young people up to 18 years of age: enshrined in the UN Convention on the Rights of the Child</li> <li>□ Article 31 of the UN Convention on the Rights of the Child recognises the rights of children to rest and leisure: engage in play and recreational activities appropriate to their age, participate freely in cultural life and the arts</li> </ul>
	2.2	Explain how playwork organisations seek to meet the rights of all children and young people for play	<ul style="list-style-type: none"> <li>□ The right to play: planning, resources, availability, training, competence, assessment, observation, monitoring, review, communication, input from parents/carers, support, policies/procedures, practice, risk assessment, enabling, differentiation</li> <li>□ Know what playwork organisations do and provide in order to meet the rights of all children and young people to play</li> </ul>

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



Learning outcomes	Assessment criteria	Unit amplification
	3.7 Explain the concept of reflective practice in the context of a playwork team	<ul style="list-style-type: none"> <li>□ Reflective practice: reflection on action, reflection in action, improve practice, develop practice, currency of knowledge/practice, training needs, competence</li> </ul>

## Information for tutors

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### Delivery

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

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

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

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

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

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

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

### Assessment

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

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

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

## Suggested resources

### Textbooks

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

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

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

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

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

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

### Websites

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

### Other

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

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

### More resources are listed in *Annexe G*

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

**Unit reference number: L/602/1799**

**QCF level: 3**

**Credit value: 5**

**Guided learning hours: 35**

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### **Unit aim**

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

### **Essential resources**

There are no special resources needed for this unit.

### **Unit assessment requirements/evidence requirements**

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

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria	Unit amplification
1	Understand the nature of freely chosen, self-directed play	1.1 Explain the characteristics of freely chosen, self-directed play	<ul style="list-style-type: none"> <li>Characteristics: self-expression, freely chosen, children choose how they play, intrinsically motivated, no external goals or rewards, personally directed, skills development, exploration, independence, different for each child, safe, new experiences, active engagement, spontaneous, sense of control for children, continuity of activity/expression, immediacy of action, exploration of boundaries</li> </ul>
		1.2 Explain the importance of observation to analyse children and young people's play	<ul style="list-style-type: none"> <li>Importance of observation: development, planning, assessment, evaluation, suitability of activities, application of skills, interests, achievement, feedback to others, interaction, personalities, abilities, strategies, preferences, milestones, capabilities, support required, referral, intervention, strengths, weaknesses</li> </ul>
		1.3 Explain why it is important to collect information other than by observation in order to analyse children and young people's play preferences	<ul style="list-style-type: none"> <li>Importance of collecting information: confirmation, methodologies, triangulation of evidence, differing activities/views, quantitative/qualitative information, range of skills, areas of development, sharing of information, behaviours, consistency, unplanned for achievements/activities</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
<p>2 Understand the key concepts involved in children and young people's play</p>	<p>2.1 Explain the following terms, giving an example for each:</p> <ul style="list-style-type: none"> <li>• play needs and play preferences</li> <li>• the play cycle and its component parts</li> <li>• loose parts</li> <li>• play spaces</li> </ul>	<ul style="list-style-type: none"> <li>□ Play needs and play preferences: areas of development, abilities, likes, choices, outlook on life, pace, identity, stages of development, goals</li> <li>□ Developing activities and spaces to meet these needs</li> <li>□ The play cycle and its component parts: children need to finish the full play cycle (metalude, cue, flow and annihilation) for healthy development</li> <li>□ Metalude is where play begins and sets out the context of play, for example the moment the child has the thought to play</li> <li>□ Cue is when the child will give some form of cue or action, which is an invitation into the child's play, with an expectation of a response. The cue may be to an adult, a child or an object and could be a smile, request or the child throwing a ball to someone or something. Play returns as if an invitation is accepted. If their play is returned and the play carries on the child will create a play frame. If a child's play is not returned they may show negative behaviour</li> <li>□ Flow is when a child becomes engaged and caught up in the moment of their play</li> <li>□ Annihilation is when play is finished, when the child feels that the play has no more meaning or it has lost its value</li> <li>□ Loose parts: use of materials/equipment/resources/toys/items made available, e.g. cardboard boxes, wrapping paper, bubble wrap, pieces of wood, bowls, foil</li> <li>□ Play spaces: creation of space/area that supports play/development, can be permanent/transient</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	<p>2.2 List the 16 play types and give examples for each</p>	<ul style="list-style-type: none"> <li>□ Communication play: play using words, nuances or gestures, e.g. name calling and mime, whispering and song, jokes</li> <li>□ Creative play: allowing the transformation of information, an element of surprise at how things turned out and a new response, self-expression through any medium, combining, reshuffling and relating already existing but previously separate ideas, facts or frames of reference</li> <li>□ Deep play: play in which the child participates in risky experiences, to develop survival skills and conquer fear, such as playing up high and balancing, using toys and equipment in ways that they should not be used</li> <li>□ Dramatic play: play that dramatises events in which the child is not a direct participant, such as recreating scenes from the lives of others, perhaps from television or the theatre</li> <li>□ Exploratory play: engaging with an object or area by either manipulation or movement, such as handling, throwing, assessing its properties, possibilities and content in search of factual information</li> <li>□ Fantasy play: play that rearranges the world the way the child would like it, but which is unlikely to occur, e.g. pretending to be an airline pilot, being on a pirate ship</li> <li>□ Imaginative play: playing at being and doing real things in unreal situations, e.g. imagining being a tree, a ship or an animal, patting a dog</li> <li>□ Locomotor play: movement in any and every direction to chase, hide and seek, climb, swing or go up and move along</li> <li>□ Mastery play: play that changes the physical and affective elements of the natural environment, enabling a sense of control over it, competence and the urge to master or be the cause of something, e.g. construction and demolition, digging, changing the course of streams, making shelters</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
		<ul style="list-style-type: none"> <li data-bbox="284 203 379 1216">□ Object play: play which uses infinite and interesting sequences of hand-eye manipulations and movements and the examination of and novel use of objects, such as a cloth, paintbrush, cup or knife</li> <li data-bbox="400 203 496 1216">□ Recapitulative play: play which displays aspects of human evolutionary history, stored and passed on through our genes, e.g. roaming and ranging, building fires and shelters or finding and cultivating food</li> <li data-bbox="517 203 612 1216">□ Role play: acts out and explores characters and ways of being that are not usually of an intense personal, social, domestic or interpersonal nature, e.g. being a driver, teacher, playing at being asleep</li> <li data-bbox="633 203 756 1216">□ Rough and tumble play: close encounter play which is less to do with fighting, and more to do with touching, tickling and physical flexibility. Children are seen squinting and gritting their teeth, being a kung fu fighter, wrestling and chasing</li> <li data-bbox="777 203 900 1216">□ Social play: play during which the rules and criteria for social engagement and interaction can be revealed, explored and amended, e.g. games, conversations, making something together or playing in a group with made up rules and agreed boundaries</li> <li data-bbox="920 203 1016 1216">□ Socio-dramatic play: the enactment of real or potential experiences of an intense personal, social, domestic or interpersonal nature such as recreating scenes from home, school, church, club or going out</li> <li data-bbox="1037 203 1128 1216">□ Symbolic play: play which allows control, gradual exploration and increased understanding. It could be playing with a piece of wood and using it as a sword, using string as a fishing line</li> </ul>



Learning outcomes	Assessment criteria	Unit amplification
<p>3 Understand how to balance requirements for health, safety and welfare with the need for stimulation, challenge and risk</p>	3.1 Summarise the main health, safety and security requirements that apply to a play environment	<ul style="list-style-type: none"> <li>□ Policies and procedures: workplace policies and procedures, Health and Safety at Work ACT, Control of Substances Hazardous to Health (COSHH) Regulation, Manual Handling Operations, Reporting of Injuries, Diseases and Dangerous Occurrences, European Standard for fixed play equipment, the Management of Health and Safety at Work, The Health and Safety (First-Aid), Personal Protective Equipment at Work, duty of care, agreed ways of working, Children Act, Regulatory Reform (Fire Safety), Data Protection, Safeguarding Vulnerable Groups</li> </ul>
	3.2 Explain the benefits of risk, stimulation and challenge during children and young people's play	<ul style="list-style-type: none"> <li>□ Benefits: promotes development, independence, experience and encounter boundaries, assess and manage risk in their lives, physical and social risk, tests abilities, strengths, building relationships, builds confidence, resilience, resistance</li> </ul>
	3.3 Explain the concept of acceptable and unacceptable risk in the context of all children and young people's play	<ul style="list-style-type: none"> <li>□ Level of risk identified, attitudes to risk, support, guidance, development as a result of risk taking, skills, benefits of activity, skills, needs/abilities of each child and young person</li> </ul>
	3.4 Evaluate the different approaches to managing risk and risk benefit analysis during children and young people's play	<ul style="list-style-type: none"> <li>□ Different approaches: risk-benefits assessment, technical inspection, benefits approach, balanced approach, risk assessment, procurement processes, comparison of the risk of a situation to its related benefits for children and young people, the likelihood of coming to harm, the severity of harm</li> </ul>
	3.5 Explain the value of enabling children and young people to manage risk for themselves	<ul style="list-style-type: none"> <li>□ Challenge, diversity, acceptance, self-esteem, confidence, discovery, gain new skills, abilities, resilience, to learn/take appropriate risks, responsibility, engaging</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	3.6 Explain how playwork organisations seek to balance the health, safety and security of the play environment with children and young people's need for stimulation, risk and challenge	<ul style="list-style-type: none"> <li>□ Planning, assessment, review, risk-benefits assessment, technical inspection, benefits approach, balanced approach, risk assessment, procurement processes, comparison of the risk of a situation to its related benefits for children and young people, the likelihood of coming to harm, monitoring, supervision, resources, training, partnership working, communication, feedback</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to reflect on children and young people's play	4.1	Observe play in a way that is sensitive to the children and young people involved	<ul style="list-style-type: none"> <li>□ Unobtrusive, sensitivity, period of time, indoors/outside, range of activities, permission, understanding, confidentiality, listening, questioning</li> </ul>
		4.2	Reflect on observations of children and young people's play	<ul style="list-style-type: none"> <li>□ Use of space, development, involvement, detail, activities, participation, preparation, play types, use of space, use of resources</li> </ul>
		4.3	Collect further information about children and young people's play and play preferences	<ul style="list-style-type: none"> <li>□ Feedback, reviews, practitioner involvement, agreement, asking children and young people, parent/carer involvement, partnership</li> </ul>
		4.4	Identify a range of different play types from own observations	<ul style="list-style-type: none"> <li>□ Play types: communication play, creative play, deep play, dramatic play, exploratory play, fantasy play, imaginative play, locomotor play, mastery play, object play, recapitulative play, role play, rough and tumble play, social play, socio-dramatic play, symbolic play</li> </ul>
		4.5	Evaluate the impact of adult intervention on children and young people's play	<ul style="list-style-type: none"> <li>□ Impact: loss of independence, spontaneity, loss of risk-taking skills, persistence, resilience, not to take charge, be invited, to become lost in play, exploration, encouragement, reliant on the judgement of adults, engage in play at own pace, ownership of play space, support children and young people in developing rules and boundaries, aware of dependency</li> </ul>

## Information for tutors

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### Delivery

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

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

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

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

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

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

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

### Assessment

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

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

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

## Suggested resources

### Textbooks

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

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

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

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

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

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

### Websites

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

### Other

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

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

### More resources are listed in Annexe G

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

**Unit reference number:** Y/601/1695

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 25

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## **Unit aim**

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

## **Essential resources**

There are no special resources needed for this unit.

## **Unit assessment requirements/evidence requirements**

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

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people	1.1	Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people	<ul style="list-style-type: none"> <li>□ Current legislation: guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety, legislation applicable to the home nation, guidelines</li> <li>□ Policies and procedures of the setting: safeguarding and protecting, whistleblowing, complaints, investigation procedure, recruitment, induction, staff development, performance management, disciplinary procedures, reporting and recording, e-safety, bullying and cyber-bullying</li> </ul>
		1.2	Explain child protection within the wider concept of safeguarding children and young people	<ul style="list-style-type: none"> <li>□ The roles of different agencies for safeguarding children and young people: practitioners, children's social services, police child protection units, health professionals, general practitioners, doctors in emergency departments, health visitors, organisations in home nation with responsibility for safeguarding, role of UK Council for Child Internet Safety (UKCCIS), designated safeguarding officer within setting, manager, safeguarding roles</li> </ul>
		1.3	Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people	<ul style="list-style-type: none"> <li>□ Agreed ways of working, roles and responsibilities, reporting, recording, whistleblowing, monitoring, observation, assessment, review, partnership working, communication, review, procedures, serious case reviews, staffing, recruitment, ratios, resources, qualifications, recruitment checks and safeguards</li> </ul>
		1.4	Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice	<ul style="list-style-type: none"> <li>□ Incidents, harm, abuse, reporting, conviction, safeguarding others, risk, procedures, policies, agreed ways of working, injury, death, ineffective systems/practice/partnership working/communication</li> <li>□ Shared by training, dissemination of information, guidance, changes to policy/practice, roles/responsibilities</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	1.5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing	<ul style="list-style-type: none"> <li>□ Safe storage of information (paper and electronic), used for only intended purpose, need to know basis, use of names/initials, parental or carer access, partnership working, service level agreements, security, password protection, signing in, logging out, policies and procedures, agreed ways of working, signing/dating</li> </ul>



Learning outcomes		Assessment criteria		Unit amplification
2	Understand the importance of working in partnership with other organisations to safeguard children and young people	2.1	Explain the importance of safeguarding children and young people	<ul style="list-style-type: none"> <li>Importance of safeguarding: protection, vulnerability, risk, duty of care, roles and responsibilities, impact of harm or abuse, live without fear of harm or abuse, expectations</li> </ul>
		2.2	Explain the importance of a child or young person centred approach	<ul style="list-style-type: none"> <li>Valuing difference, needs, preferences, choices, impact, legal requirement, policy, practice, achievement of outcomes, self-esteem, sense of belonging, value, self-worth, opportunities, achievement, Every Child Matters, planning, service delivery, resources, development</li> </ul>
		2.3	Explain what is meant by partnership working in the context of safeguarding	<ul style="list-style-type: none"> <li>Partnership working: sharing of expertise, knowledge, resources, protection, consistency, continuity, observation, monitoring, assessment, review, co-ordinated approach, early intervention, identification, communication, raising awareness, good practice</li> </ul>
		2.4	Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed	<ul style="list-style-type: none"> <li>Different organisations/people: support staff, clinical psychologist, teaching assistant, duty worker/duty social worker/duty office, GP, health visitor, key worker, health services, police, NSPCC</li> </ul>
				<ul style="list-style-type: none"> <li>Roles and responsibilities: safeguarding, protection, reporting, recording, investigation, representation, prosecution, information gathering, following policies and procedures, partnership working, sharing of information and intelligence, preservation of evidence, guidance, support service, safety</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the importance of ensuring children and young people's safety and protection in the work setting	3.1	Explain why it is important to ensure children and young people are protected from harm within the work setting	<ul style="list-style-type: none"> <li>Safe environment, ability to develop and grow, vulnerable, duty of care, roles and responsibilities, impact of harm and abuse, live without fear of harm and abuse, expectations</li> </ul>
		3.2	Explain policies and procedures that are in place to protect children and young people and adults who work with them	<ul style="list-style-type: none"> <li>Policies and procedures: positive behaviour, supervision of children on outings and visits, safeguarding children, child protection, whistle blowing, information sharing, recruitment</li> </ul>
		3.3	Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected	<ul style="list-style-type: none"> <li>Line manager, safeguarding responsibility, confidentiality, policies and procedures, inspectors, police, disclosure, agreed ways of working, details of allegation, protection of identity</li> </ul>
		3.4	Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits	<ul style="list-style-type: none"> <li>Policies and procedures, staffing ratios, avoid being alone with a child, record of arrivals and departures, recording of incidents/accidents/near miss, risk assessment, emergency contact numbers, training, competence, current contact details of parents/carers, assessment of needs, evaluation, review</li> </ul>

Learning outcomes		Assessment criteria	Unit amplification
4	Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding	<ul style="list-style-type: none"> <li>□ The characteristics of different types of child abuse: categories of abuse (physical, sexual, emotional, neglect), bullying, cyber-bullying</li> <li>□ Signs and symptoms: physical signs (unexplained injuries, injuries in unusual places), behavioural signs of abuse (withdrawal, poor concentration, attention seeking behaviour), signs of self harm (cuts, bruises, slashes, hair pulled out, eating disorder, burns, bruising)</li> </ul>
		4.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting	<ul style="list-style-type: none"> <li>□ Actions to take in response to evidence/allegations that a child or young person has been abused, harmed or bullied or is at risk of being abused, harmed or bullied: role and responsibility to report concerns, follow procedures of setting or organisation for reporting and recording suspected abuse, harm or bullying, recording and reporting concerns to designated person, procedure for disclosure including requirement to take child or young person's allegations seriously, not promising to keep information secret</li> </ul>
		4.3 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged	<ul style="list-style-type: none"> <li>□ Protection, safeguarding, risk assessment, place of safety, removal, informed, progress, opinions, views, advice and guidance, anonymity, confidentiality</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
5 Understand how to respond to evidence or concerns that a child or young person has been bullied	<p>5.1 Explain different types of bullying and the potential effects on children and young people</p> <p>5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place</p> <p>5.3 Explain how to support a child or young person and/or their family when bullying is suspected or alleged</p>	<ul style="list-style-type: none"> <li>□ Physical: pushing, kicking, hitting, pinching, violence, threats, biting, scratching</li> <li>□ Verbal: name-calling, insults, sarcasm, rumours, teasing</li> <li>□ Emotional: not being included, tormenting, ridicule, humiliating</li> <li>□ Online/cyberbullying: threats, private messages, email, chat room nuisance, sharing of misinformation</li> <li>□ Effects: low self-esteem, depression, withdrawal, isolation, self-harm, lack of concentration, poor academic achievement, eating disorders, attempted suicide</li> <li>□ Anti-bullying, duty of care, reporting, accountability, whistleblowing, information sharing, safeguarding, malpractice, misconduct, sanctions, support, referrals</li> <li>□ In place to provide guidelines, duty of care, safety, sanctions, roles and responsibilities, accountability, preservation of evidence</li> <li>□ Safety, guidance, recording, confidentiality, partnership working, place of safety, due process, resources, finances, effective communication, explanation of options/process, counselling, advocacy, signposting to other services</li> </ul>

Learning outcomes		Assessment criteria	Unit amplification
6	Understand how to work with children and young people to support their safety and well being	6.1	Explain how to support children and young people's self-confidence and self-esteem
		6.2	Analyse the importance of supporting resilience in children and young people
		6.3	Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety
		6.4	Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety
			<ul style="list-style-type: none"> <li>□ Support self-confidence and self-esteem: positive feedback, constructive guidance, agreeing activities, support, range of activities, learning styles, methodologies, listening, responding, recognising and praising efforts, non-judgemental, display work, new experiences or activities</li> <li>□ Self-reliance, abilities, development, confidence, self-image, self-esteem, acceptance, appreciated, understood, decision making, problem solving, assessing risk, promoting positive behaviour</li> <li>□ Risk, safeguarding, awareness, protection, decision making, resilience, harm reduction, reliance, opportunities, managed risk, acceptable risk</li> <li>□ Support, resources, information, awareness, explanation of consequences, respecting views, recognition as individuals, boundaries, promoting positive behaviour, child or young person led approach, positive relationships, risk taking</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
7 Understand the importance of e-safety for children and young people	7.1	Explain the risks and possible consequences for children and young people of being online and of using a mobile phone	<ul style="list-style-type: none"> <li>□ Giving out personal information, meeting contacts, harm, abduction, abuse, downloading of viruses/corrupt material, bullying, corruption, grooming, indecent images, extortion, stalking, injury, theft</li> </ul>
	7.2	Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> <li>• social networking</li> <li>• internet use</li> <li>• buying online</li> <li>• using a mobile phone</li> </ul>	<ul style="list-style-type: none"> <li>□ Reducing risk: explanation of consequences, education, guidance, parental safeguards, codes, lock, monitoring, e-safety, agreed times of usage, inbuilt control systems, risk of talking to strangers, restricted access, filtering, safe browsers, safe sites, safe payments, use of computers where usage can be seen, encourage open communication, reporting of concerns/risks, acceptable use policy, firewall, payment verification, use of headset/speaker phone, safety of expensive phones</li> </ul>

## Information for tutors

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### Delivery

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

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

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

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

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

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

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

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

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

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

## Assessment

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

The most appropriate way to confirm coverage of all learning outcomes and assessment criteria is through centre-devised assessment materials and professional discussion. Opportunities exist for assessment to include report writing, professional discussion, the use of case study material, articles from the media and assessment of evidence relating to the work setting (to remain in the work setting). Input from guest speakers who have expertise in the field of personal and professional development will be of benefit to learners.

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

## Suggested resources

### Textbooks

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

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

### Websites

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

**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](http://www.edexcel.com/contactus)**
- BTEC: **[www.edexcel.com/btec/Pages/Contactus](http://www.edexcel.com/btec/Pages/Contactus)**
- Pearson Work Based Learning and Colleges: **[www.edexcel.com/about.wbl/Pages/Contact-us](http://www.edexcel.com/about.wbl/Pages/Contact-us)**
- books, software and online resources for UK schools and colleges: **[www.pearsonschoolsandfecolleges.co.uk](http://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](http://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](http://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](http://www.edexcel.com/resources/publications/Pages)

## 14 Professional development and training

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

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

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

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

### BTEC training and support for the lifetime of the qualifications

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

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

To get in touch with our dedicated support teams please visit:  
[www.edexcel.com/contactus](http://www.edexcel.com/contactus)

### Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at:  
[www.edexcel.com/Aboutus/contact-us/Pages](http://www.edexcel.com/Aboutus/contact-us/Pages)
- **Ask the Expert:** submit your question online to our Ask the Expert online service [www.edexcel.com/aboutus/contact-us/ask-expert/Pages](http://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**

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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)

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

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

#### **What are the Playwork Principles?**

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

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

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

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

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and well-being of individuals and communities.
2. Play is a process that is freely-chosen, personally-directed and intrinsically-motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.

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

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



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

3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult-led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up-to-date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.
8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and well-being of children.

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

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

### **What age range of children must learners be working with?**

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

## Assessment Strategy

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### Introduction

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

Employment interests in the sector are interested in the continuing availability of high quality qualifications that are fit for purpose, command public confidence and are understood by those taking them and those who use them for recruitment, or for other purposes. SkillsActive has long advocated that qualifications that confirm occupational competence are assessed and quality assured consistently across the Awarding Organisations<sup>1</sup> who deliver them (including SVQs and QCF qualifications with NVQ in the title, or intended to replace the previous NVQs).

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

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

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<sup>1</sup>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 4<sup>th</sup> 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 competence<sup>2</sup>; ensuring that they contain opportunities for transfer and progression and that they are flexible enough to meet the differing requirements of both large and small employers, indoor and outdoor environments as well as the public, private and voluntary sectors. This quality assurance strategy supports flexibility in the use of the qualifications by a variety of employers and learners, and tries not to place barriers to access through imposing unnecessary rigidity to the process.

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

### 4. Quality Control

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

#### 4.1 External Verifiers and External Verification<sup>3</sup>

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

SkillsActive expects:

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

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

<sup>3</sup> 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 Environment<sup>5</sup> or the old Unit A1 and or unit D32, and/or D33
- demonstrate knowledge and understanding of, and support for, the Sector's Values Statements and Codes of Ethics and how they are applied in assessment
- match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the units being assessed
- be occupationally competent in the area appropriate to the level of the qualifications they are to be verifying
- be knowledgeable about, and understand the application of, the National Occupational Standards together with Technical Definitions/Syllabi where appropriate
- be committed to the application, further development and refinement of the National Occupational Standards and qualifications that confirm occupational competence
- uphold the integrity of the National Occupational Standards and prevent their misuse
- are aware of national issues affecting vocational education, training and qualifications in the sector
- are knowledgeable of the Active Leisure, Learning and Wellbeing framework of qualifications
- are committed to the content and guidance provided in the current edition of the SSC's Quality Assurance Strategy
- show commitment to ongoing personal and professional development.

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<sup>4</sup> In Scotland this is now Learning and Development Unit 12

<sup>5</sup> 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 A1<sup>7</sup> and/or unit D32, and/or D33
- meet the Technical Criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed
- have recent experience in the occupational area
- be knowledgeable of the relevant industry Values Statements and Codes of ethics
- be committed to upholding the integrity of the National Occupational Standards and preventing their misuse
- participate in IV/assessor training initiatives for continuous professional development.

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

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

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

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<sup>6</sup> In Scotland this is now Learning and Development Unit 12

<sup>7</sup> 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.

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<sup>8</sup> 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.

### Evidence Requirements and Assessment Guidance

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#### Introduction

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

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

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

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

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

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

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

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

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

The following sections set out the criteria for their appointment;

### **Assessors**

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

### **Internal verifiers**

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

### **External verifiers**

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

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

Required criteria:

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

Desirable criteria:

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

### **Appointment process for External verifiers**

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

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

## General assessment principles

### Holistic assessment

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

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

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

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

### How much evidence is necessary?

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

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

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

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

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

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

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

### **Simulation**

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

### **Collecting Evidence**

When collecting evidence, assessors need to ensure that:

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

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

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



## Observations

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

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

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

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

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

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

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

## **Knowledge and understanding**

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

## **Validity and Consistency of Observations**

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

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

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

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

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

## **Recording of competence**

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

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

### **Evidence Gathering Methods**

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

### Unit by Unit Evidence Requirements and Assessment Guidance

QCF Unit Number	Unit Title	Notes on Assessment
J/602/1798	Understand Playwork Principles	All learning outcomes: oral or written questions, professional discussion, reflective account, projects or assignments.
L/602/1799	Understand children and young people's self-directed play	All learning outcomes: oral or written questions, professional discussion, reflective account, projects or assignments.
Y/601/1695	Understand how to safeguard the well-being of children and young people	All learning outcomes: oral or written questions, professional discussion, reflective account, projects or assignments.

## Playwork Principles

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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

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### **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](http://www.ludemos.co.uk) or [info.ludemos@virgin.net](mailto:info.ludemos@virgin.net)

## Useful Resources

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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](http://www.barnardos.org.uk)
- Challenge for Youth – [www.challengeforyouth.org](http://www.challengeforyouth.org)
- Childline – [www.childline.org.uk](http://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/](http://www.ncb.org.uk/cpc/)
- Childrens Law Centre – [www.childrenslawcentre.org](http://www.childrenslawcentre.org)
- CI-NI – [www.ci-ni.org](http://www.ci-ni.org)
- Early Years, the organization for young children – [www.nippa.org](http://www.nippa.org)
- Face Inclusion Matters (formally Phab Inclusion Matters) – [www.faceim.org.uk](http://www.faceim.org.uk)
- Fairplay for Children - [www.fairplayforchildren.org](http://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](http://www.londonplay.org.uk)
- Ludemos – [www.ludemos.co.uk/members1.htm](http://www.ludemos.co.uk/members1.htm)
- Mencap – [www.mencap.org.uk](http://www.mencap.org.uk)
- National Children’s Bureau – [www.ncb.org.uk](http://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](http://www.ni4kids.com)
- NICMA – [www.nicma.org](http://www.nicma.org)
- Northern Ireland Commissioner for Children and Young People - [www.niccy.org](http://www.niccy.org)
- Northern Ireland Youth Forum – [www.niyf.org](http://www.niyf.org)
- NSPCC – [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Play England – [www.playengland.org.uk](http://www.playengland.org.uk)
- Play Scotland – [www.playscotland.org](http://www.playscotland.org)
- Play Wales – [www.chwaraecymru.org.uk](http://www.chwaraecymru.org.uk)



- Playground Partnerships - [www.playgroundpartnerships.org/](http://www.playgroundpartnerships.org/)
- Playwork forum – [www.groups.yahoo.com/group/playworkforum](http://www.groups.yahoo.com/group/playworkforum)
- Save the Children – [www.savethechildren.org.uk](http://www.savethechildren.org.uk)
- SkillsActive – [www.skillsactive.com](http://www.skillsactive.com)
- [www.freeplaynetwork.org.uk](http://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](http://www.kids.org.uk) – a national organization that supports and promotes the rights of disabled children - has some good publications
- [www.kidscape.org.uk](http://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](http://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](http://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](http://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](http://www.unicef.org/crcartoons) - a link from the main UNICEF site that is downloadable cartoons about children's rights
- [www.crin.org.uk](http://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](http://www.ycni.org)
- YouthNet NI – [www.youthnetni.org](http://www.youthnetni.org)

## **Journals**

- Ip-Dip – [www.ip-dip.com](http://www.ip-dip.com)
- Play Right – [www.ipaworld.org](http://www.ipaworld.org)
- Playwords – [www.commonthreads.org.uk/playwords.aspx](http://www.commonthreads.org.uk/playwords.aspx)
- Play Today – [www.playengland.org.uk/page.asp?originx\\_5371d-64198233264427a2g\\_200612131711p](http://www.playengland.org.uk/page.asp?originx_5371d-64198233264427a2g_200612131711p)

## Books

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

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

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

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

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

## Assessment Guidance

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### **Assessment Tasks for the Pearson BTEC Level 3 Award in Induction to 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 92) and the accompanying 'Assessment Guidance' (page 90) to be clear about these so that they can be planned into their training programme.

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

### **Assessment Guidance Units 1-3**

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

The methods include:

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

Guidance follows for each method.

#### **1. Observation of candidate at work by assessor**

A blank pro-forma for this can be found on page 93.

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

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

#### **2. Observations by learner of children playing**

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

They should:

- Be as unobtrusive as possible
- Record exactly what they observe
- Maintain confidentiality and anonymity when recording observations
- Abide by the setting's procedures
- Tell their colleagues what they are doing and get their co-operation

- Spend as much time as possible watching rather than writing – consider using shorthand or abbreviations
- Show afterwards the play types and cues/returns/frames relevant to the observation
- Reflect on any issues arising

They should **not**:

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

### **3. Individual reflections**

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

### **4. Written answers to set questions**

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

### **5. Individual preparation towards group tasks/reflections**

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

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

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

### **6. Individual tasks**

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

## Internal Assessment Tasks

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**Please note that these materials are the property of Pearson and only for the use of centres approved to deliver the Pearson BTEC Level 3 Award in Induction to Playwork (QCF)**

**For the Pearson BTEC Level 3 Award in Induction to Playwork (QCF):**

### **Unit 1 – Understanding Playwork Principles**

#### **Delivery Guidance**

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

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

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



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

<b>Learner’s name</b>	
<b>Venue</b>	
<b>Date of observation</b>	
<b>Number of children observed and approximate ages</b>	

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

<b>How is what you have seen ‘freely-chosen, personally-directed and intrinsically-motivated?’</b>
<b>Were any adult interventions appropriate? Why/not?</b>

## **Unit 1 – Understanding Playwork Principles**

### **Group Task 1.1 – The need for play**

In preparation for the group task ask learners to individually read and research (see booklist and website list on page 84 of this pack) and then make notes on the following:

- 1. How do children benefit from playing throughout their childhood?*
- 2. Will restricting children's play have an impact on their lives?*
- 3. What is meant by the words 'biological', 'psychological' and 'sociological'?*

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

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

1. How is play a biological necessity?
2. How is play a psychological necessity?
3. How is play a sociological necessity?

## **Unit 1 – Understanding Playwork Principles**

### **Individual Observations and Reflections 1 - Supporting Play**

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

- 1. What do your observations tell you about play from children's perspectives?*
- 2. Are the adults supporting freely chosen play or doing something else?*
- 3. What impact is children's play having on the adults?*
- 4. Do different kinds of playing have different effects or cause different feelings in adults?*
- 5. What have you learnt from your observations and reflections about how playworkers support children's control of their playing?*

## **Unit 1 – Understanding Playwork Principles**

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

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

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

- 1. Why is it important that a playwork team reflect together on how they do their playwork? How might they do this and what should they discuss?*
- 2. How do playworkers advocate for play? What examples have you seen?*
- 3. What kinds of interventions have you seen? Did they support freely chosen play? Did they match the playwork intervention styles? (see below)*

## **Intervention styles**

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

## **Unit 1 – Understanding Playwork Principles**

### **Written Questions**

1. Which **4** articles in the UN Convention on the Rights of the Child are most important to playwork and why?
2. How do these affect playwork organisations?
3. How can playworkers balance the needs and rights of individual children and young people with the needs of others? Give examples from your observations or your own reflections to illustrate why this is important.

## **Unit 2 – Understanding Children and Young People’s Self-Directed Play**

### **Delivery Guidance**

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

- Play cycle
- Play types
- Theory of loose parts
- Play needs and play preferences
- Intervention styles
- Risk-benefit analysis

## **Unit 2 – Understanding Children and Young People’s Self-Directed Play**

### **Individual Observations and Reflections 2 – Key Concepts Involved in Play**

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

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

1. *Which play needs and play preferences were exhibited by the children and why?*
2. *What loose parts were used by the children in their playing?*

## **Unit 2 – Understanding Children and Young People’s Self-Directed Play**

### **Group Task 2.1 – Reflecting on Self-directed Play**

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

- 1. How can you tell when observing play that it is freely-chosen and self-directed?*
- 2. Why is observing play important? What have you learnt from doing it?*
- 3. What does it actually mean to observe play sensitively – How did you do it?*
- 4. What is the difference between ‘play needs’ and ‘play preferences’? What examples have you come across in your observations and how did you know the difference?*

## **Unit 2 – Understanding Children and Young People’s Self-Directed Play**

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

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

- 1. Why are stimulation and challenge important for children when they play?*
- 2. How do they benefit from managing and taking risks for themselves?*
- 3. When observing other playworkers, how have they recorded risk assessments?*
- 4. When observing other playworkers, how have they carried out dynamic risk assessments? Did these support play?*

The group task is to discuss and produce the following:

- Examples of what might be considered acceptable risks and unacceptable risks for children to take when playing.
- A handout or poster for playworkers entitled ‘How playworkers can balance health and safety with risk and challenge in play’.

## **Unit 2 – Understanding Children and Young People’s Self-Directed Play**

### **Written Questions**

- List the **16** play types. Give examples of those types not annotated in your observations – preferably ones from your practice. How does knowing about play types benefit your playwork practice?
- What do we mean by ‘play spaces’ and what kinds are there?
- What are the main health, safety and security requirements that apply to a play environment?

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

### **Individual Task 3.1 – Reviewing Policies and Procedures in Safeguarding**

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

- A. Review your setting's current safeguarding and child protection policies and procedures and show that you have checked whether they do each of the following:
  - 1 Clearly place the child/young person at the centre of the process
  - 2 Refer to a) relevant and current legislation and guidelines and b) data protection
  - 3 Explain how to handle and share information and work in partnership with parents/carers and other relevant people/organisations
  - 4 Describe indicators and symptoms that may cause concern
  - 5 Explain what playworkers should do if a) they are concerned and b) there is a disclosure
  
- B Update and amend the policy/procedures where required and say why this is important.
  
- C Review your setting's safe practice code and show that you have checked whether it covers each of the following (and any other issues relevant to your setting):
  - 1 Selection and recruitment of staff, including CRB checks
  - 2 Lone working
  - 3 Physical contact
  - 4 Transport
  - 5 Intimate care
  - 6 Puberty issues
  - 7 Boundaries of relationships with children and young people
  - 8 Team reflections
  
- D Update and amend the code where required and say why this is important.

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

### **Individual Task 3.2 – Supporting Safety and Wellbeing**

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

- A. Make a comprehensive list of the risks that children and young people face from
- 1 adults
  - 2 their environments
  - 3 their use of the internet and mobile phones

Now answer the following questions:

- 1 *What can/do playworkers do to support and equip children and young people to keep themselves safe?*
- 2 *How do playworkers encourage children and young people's confidence and self-esteem?*

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

### **Individual Task 3.3 – Bullying**

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

- 1 *What is the difference between teasing, fighting and disagreements amongst children and actual bullying?*
- 2 *What are the implications of this for playworkers in terms of a) supporting children and young people and b) agreeing an appropriate anti-bullying policy?*

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

Assessment task	Unit	Assessment criteria	Assessor sig and date	IV sig and date
Individual task 3.1 Reviewing policies and procedures in safeguarding	3	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3,		
Individual task 3.2 Supporting safety and wellbeing	3	6.1, 6.2, 6.3, 6.4, 7.1, 7.2		
Individual task 3.3 Bullying	3	5.1, 5.2, 5.3		

### Learner declaration

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

Signed \_\_\_\_\_ Date \_\_\_\_\_

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





**June 2014**

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