

Pearson BTEC Level 3 Award in Transition to Playwork (from Early Years) (QCF)

Specification

BTEC Specialist qualification

First teaching August 2014

Edexcel, BTEC and LCCI qualifications

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Purpose of this specification

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

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

1 Introducing BTEC Specialist qualifications

What are BTEC Specialist qualifications?

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

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

There are three sizes of BTEC Specialist qualification in the QCF:

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

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

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

The credit value of a unit is based on:

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

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Award in Transition to Playwork (from Early Years) (QCF)
QCF Qualification Number (QN)	601/1139/2
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	80
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our Access and Recruitment Policy (see <i>Section 10 Access and recruitment</i>).

QCF Qualification Number and qualification title

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

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

Qualification objective

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

It gives learners the opportunity to:

- develop knowledge related to the playwork sector
- learn about aspects of playwork practice and the theories underpinning it
- achieve a nationally-recognised Level 3 qualification.

Relationship with previous qualifications

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

Progression opportunities through Pearson qualifications

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

Industry support and recognition

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

Relationship with National Occupational Standards

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

3 Qualification structure

Pearson BTEC Level 3 Award in Transition to Playwork (from Early Years) (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	D/502/7029	Understand Aspects of Playwork Practice	3	6	40
2	R/502/7027	Understand the Theories Underpinning Playwork Practice	3	6	40

4 Assessment

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

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

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

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

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

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

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment.

To avoid over-assessment, centres are encouraged to link delivery and assessment across units.

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

5 Recognising prior learning and achievement

Recognition of Prior Learning

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

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

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

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

Credit transfer

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

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

6 Centre resource requirements

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

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

7 Centre recognition and approval centre recognition

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

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

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualification in this specification, the Pearson quality assurance model will be the process listed below.

- annual sampling by a Standards Verifier of assessment and internal verification decisions, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of 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

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 Aspects of Playwork Practice

Unit reference number: D/502/7029

QCF level: 3

Credit value: 6

Guided learning hours: 40

Unit aim

The aim of this unit is for learners to develop their knowledge and understanding of the essential elements of playwork practice. They will learn about the key characteristics of a play environment and be able to identify the types of resources that can be used to encourage children and young people's play, as well as the ways in which to promote positive relationships. Learners will also learn about maintaining a safe and healthy play environment and how they can protect children and young people from harm.

By the end of the unit, learners will have developed their knowledge and understanding of a wide range of aspects of playwork practice, giving them the essential skills they need to be able to work with children and young people.

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 A and B*.

There must be evidence that the learner's work has met all the requirements listed in 'assessment criteria'. This must include all the points for 1.1, 1.3, 1.7, 2.1, 2.3, 2.8, 3.1 and 4.3.

This may be gathered through a combination of projects, assignments, case studies from practice, written or oral questions or professional discussions. For 1.6 and 2.2, observations of children's play may be used if the learner has the opportunity to do this.

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
<p>1 Understand the key practice issues when facilitating and supporting children's play needs</p>	<p>1.1 Explain the characteristics of a play environment with reference to:</p> <ul style="list-style-type: none"> • The elements • Identity • Concepts • Senses • Varied landscapes • Materials • Choice • Building possibilities • Tools • Loose parts • Risk • Challenge 	<ul style="list-style-type: none"> □ How each characteristic is described and examples of how they can be interpreted or used when facilitating and supporting children's play needs, e.g. how concepts such as conversations about birth and babies can form part of creative play or role play using loose parts (dolls, feeding bottles, books)

Learning outcomes	Assessment criteria	Unit amplification
1.2	Identify the key resources that might be introduced into the play environment to encourage children and young people to play	<ul style="list-style-type: none"> □ Resources that encourage social and emotional development: friendship formation, co-operation and collaboration, conflict resolution etc □ Resources that encourage physical development: gross and fine motor development □ Permanent play resources: swings, tables, kitchens etc □ Transient resources: dens, hidey-holes, using loose parts to create imaginative places etc □ Affective resources: materials that encourage expression, experience or experimentation with emotions, acceptance, freedom, playfulness, exploration of identity, making sense of the world and others etc
1.3	Explain the difference in practice between: <ul style="list-style-type: none"> • Self directed play • Adult led activities • Providing resources for play 	<ul style="list-style-type: none"> □ What is meant by self-directed and adult-led activities and key differences between the two □ Interpretation in practice: examples of self-directed and adult-led activities □ Impact of adult intervention on child's learning and development □ Impact of adult intervention on children and young people's ability to express themselves freely, impact on sense of security, trust and confidence □ Impact of adult providing resources for play and impact on quality of supporting children and young people's play spaces

Learning outcomes	Assessment criteria	Unit amplification
1.4	Explain how the playworker can encourage and support children and young people to make the best use of the play environment	<ul style="list-style-type: none"> □ Role of playworker in setting up play spaces and resources to encourage participation □ Role of playworker in providing resources that are accessible to children and young people: in sight, reach, appropriate for age/stage of development, meet specific needs etc □ Modelling: being present in play spaces and engaging in activities that may encourage children and young people to initiate own play etc □ Impact of the adult providing resources for play and the child freely choosing own resources and creating play spaces that express their own ideas, imagination
1.5	Explain how the playworker's attitude and behaviour can affect children and young people in both negative and positive ways	<ul style="list-style-type: none"> □ Types of attitude and behaviour: body language, verbal and non verbal forms of communication, appearance, beliefs, values, religion etc □ Learners should understand how they conduct themselves in a playwork setting can influence children and young people's behaviours, confidence, self-esteem and overall healthy development □ Learners can draw on theoretical aspects of playwork and child developmental ideas to understand the implications of their attitude and behaviour: social learning theory, modelling etc
1.6	Reflect on and explain appropriate intervention styles when observing children and young people during the play process	<ul style="list-style-type: none"> □ Learners may observe children and young people in a range of play activities and identify appropriate methods of intervention where applicable □ Complete non-involvement: when appropriate not to intervene, reasons why □ Specific intervention: when appropriate to intervene and reasons why □ Types of involvement: being invited, enabling un-interrupted play, leaving creation of play to children and young people, appropriate behaviour, conflict resolution etc

Learning outcomes	Assessment criteria	Unit amplification
	<p>1.7 Identify the key elements of establishing a healthy and safe play environment including consideration of:</p> <ul style="list-style-type: none"> • Risk assessment • The need for young people to assess risks for themselves • Current legislation • Regulatory requirements • Children's play needs 	<ul style="list-style-type: none"> □ How to ensure environment is healthy and safe for children, young people and adults inside and outside the setting □ Uses of risk assessments in practice: equipment, resources, environment etc □ How empowering children and young people to assess own risks supports their play learning and developmental needs □ Current legislation and regulatory requirements: statutory regulations, local guidance, setting's policies and procedures etc
	<p>1.8 Describe ways in which a playworker can encourage and support children and young people to develop healthy lifestyles</p>	<ul style="list-style-type: none"> □ Examples of how the playworker can model healthy lifestyles □ Resources and activities that promote healthy lifestyles: government initiatives, cooking activities, pretend play, physical play activities etc □ Discussion, questioning, providing healthy choices

Learning outcomes	Assessment criteria	Unit amplification
2	<p>2.1 Understand how to develop and promote positive relationships in and outside the play setting</p> <ul style="list-style-type: none"> • Explain how to develop and support relationships with children and young people taking account of: <ul style="list-style-type: none"> • Negotiation skills and decision making processes • Respecting individuality • The developmental needs (including play needs) of the children and young people • Transitions which the children and young people may be experiencing or about to experience <p>2.2 Reflect and evaluate the intervention processes currently used in personal practice within a play setting</p>	<ul style="list-style-type: none"> □ How the playworker develops and maintains relationships: information from observations, discussions with colleagues, parents/carers, children and young people, professionals inside and outside the setting etc □ Involving children and young people: meeting individual play and developmental needs, supporting rights etc □ Transitions within the setting: between classes/groups, into setting, to new setting etc □ Transitions outside the setting: moving to area, effects of mobility (travellers, armed forces, social care) □ Specific personal transitions within family life: divorce, moving, bereavement, biological and physical growth and development (from puberty through to adolescence) <ul style="list-style-type: none"> □ Impact of own style of intervention based on beliefs, ideas, values and principles □ Strengths and weaknesses in intervention processes: communication with children and young people, colleagues, professionals inside and outside the setting etc

Learning outcomes	Assessment criteria	Unit amplification
2.3	<p>Explain how to build relationships with children that:</p> <ul style="list-style-type: none"> • Encourage self reliance • Build self esteem • Develop a full range of opportunities for social interactions • Encourage children and young people to sort out conflicts for themselves 	<ul style="list-style-type: none"> □ How observations of children and young people's play can inform playworker about how to develop relationships □ How discussions with parents/carers, children and young people can help inform the ways to build relationships □ Own communication style and behaviours that engage and build trust of children and young people □ Strategies to support children and young people to engage in activities with others: collaboration, negotiation, resolve conflict etc
2.4	<p>Explain methods of establishing and maintaining links with other organisations and individuals that will support children and young people</p>	<ul style="list-style-type: none"> □ Behaviours and communication style: positive body language (open gestures, eye contact, smiling, attentive, professional) □ Respecting own boundaries and professionalism of others: speech therapists, health visitors, local authority representatives etc □ Methods of contact: email, individual face-to-face discussion, telephone, meetings, presentations etc □ Reports from others □ Data protection: keeping reports confidential, secure location
2.5	<p>Explain why it is important to make people in the community aware of the opportunities and benefits of playwork</p>	<ul style="list-style-type: none"> □ People in the community: parents/carers, schools/colleges, employment recruiters, pressure groups, local authorities □ Support from the community
2.6	<p>Identify the types of information that must be shared with other agencies</p>	<ul style="list-style-type: none"> □ The organisations and the information that can be shared with each: personal, medical, safeguarding etc

Learning outcomes	Assessment criteria	Unit amplification
	<p>2.7 Explain the boundaries of confidentiality in relation to sharing information with other agencies</p> <p>2.8 Explain the key characteristics of effective team work including</p> <ul style="list-style-type: none"> • Working as part of a multi-disciplinary team • Communicating with colleagues • Contributing to the children and young people's quality of experience and opportunity in the play setting 	<ul style="list-style-type: none"> □ Confidentiality: data protection legislation, setting's policy and procedures □ Who to share information with: parents/carers, authorised personnel inside and outside the setting etc □ Roles and ways in which external organisations and staff establish and maintain relationships with the playworker □ Local authority staff, professionals (speech and language therapists, behaviour specialists, doctors, health visitors, SEN, public health nurses, educational psychologists) □ Community groups: parents/carers association etc

Learning outcomes	Assessment criteria	Unit amplification
<p>3 Understand how to facilitate an organisational framework that promotes equality of opportunity, anti-discrimination and diversity for children, young people and adults</p>	<p>3.1 Compare the organisational framework for a playwork setting with one whose main purpose is to support children's care, learning and development, considering:</p> <ul style="list-style-type: none"> • Equality of opportunity • Development of group agreements, policies and procedures • Conflict resolution strategies • The impact of inclusive practice e.g. identification, justification, solutions and adaptations • The age of the young people involved and their particular needs, e.g. puberty, sexual orientation 	<p>Playwork ethos, playwork principles against those of childcare and youth settings</p> <p>Policies and procedures for working and supporting children and young people's play, learning and development</p> <p>Compare and contrast equality of opportunity</p> <p>Compare and contrast development of group agreements, policies and procedures</p> <p>Compare and contrast conflict resolution strategies</p> <p>Compare and contrast the impact of inclusive practice, e.g. identification justification, solutions and adaptations</p> <p>Compare and contrast the age of the young people involved and their particular needs, e.g. puberty, sexual orientation</p>

Learning outcomes	Assessment criteria		Unit amplification
4 Understand how to protect and safeguard children and young people from abuse	4.1	Describe categories of abuse	<ul style="list-style-type: none"> □ Learners should identify the types of abuse (physical, emotional, sexual and neglect) and the key features that constitute each type of abuse (e.g. physical involves hitting, smacking, throwing)
	4.2	Describe possible signs and symptoms of abuse in children and young people	<ul style="list-style-type: none"> □ Learners can draw on the categories of abuse provided for assessment criterion 4.1 and provide further examples of how they could recognise each type of abuse
	4.3	Explain methods which can support children and young people to manage risk and ways to protect themselves from abuse	<ul style="list-style-type: none"> □ Playworker’s role in helping children and young people take responsibility through collaborative activities: setting rules and boundaries etc □ Playworker’s role in helping children and young people take responsibility through modelling positive behaviour: language, gestures and behaviour etc □ Playworker’s role in helping children and young people take responsibility through creating activities that develop awareness of health safety and security: safeguarding, through use of equipment and resources etc □ Examples can be provided from the playworker’s collaborative activities: setting rules and boundaries etc □ Protection from abuse: empowerment if children come and confide with adults about concerns, issues about abuse
	4.4	Identify and explain key safe-working practices for playworkers who are working with children and young people including: <ul style="list-style-type: none"> • Lone working • Intimate care • Personal contact • Personal conduct • Policies and procedures 	<ul style="list-style-type: none"> □ Draw on policies and procedures from setting, local and statutory legislation and guidance □ Learners to provide examples: policies and procedures for being alone with children etc □ Own personal conduct: keeping self safe from accusations of abuse, whistle blowing etc □ Policies and procedures: safe working practice, safeguarding, use of IT equipment, including cameras and mobile phones etc

Information for tutors

Delivery

A theoretical approach to this unit is strongly recommended, as learners will need to demonstrate their knowledge and understanding of the essential aspects of playwork practice. All the learning outcomes are theoretical and can be met using various assessment methods such as reports, reflective accounts, presentations and information leaflets for others. In addition, simulated activity and tutor-based case study tasks can be used (as in many instances learners at this level would not have to develop and maintain relationships with others outside the setting).

Learning outcome 1 requires learners to demonstrate their knowledge and understanding of the range of key practices involved in facilitating children's play needs. Learners need to show that they know the types of play environments, their elements, how to resource these spaces to support children and young people's play and how to ensure the health and safety of the play environment. A written report could be the primary source of evidence for this learning outcome, as would a presentation or information leaflet for others on the ways to resource and support play spaces for children and young people.

For learning outcome 2, learners need to understand how they develop, promote and maintain positive relationships with others, inside and outside the setting. Learners need to show that they understand how to develop relationships with children and young people and others inside and outside the setting, the associated benefits, types of information and confidentiality issues. A written report would be the primary source of evidence for this learning outcome, as would presentations, information leaflets to others and case studies.

Learning outcome 3 requires learners to compare and contrast the playwork setting with other organisations that provide care, learning and development for children and young people. A written report would be the primary source of evidence for this learning outcome, as would a presentation or information leaflets for others.

Learning outcome 4 requires learners to demonstrate their knowledge and understanding of how to protect and safeguard children and young people from abuse and harm. Learners need to identify the types, signs and symptoms of abuse and how they can support children and young people to manage risk and protect themselves from harm. The learning outcome also requires learners to identify key safe working practices. A written report would be the primary source of evidence for this learning outcome, as would information leaflets, presentations to others and case studies on specific scenarios.

Assessment

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

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

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

Suggested resources

Textbook

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

Websites

www.hse.gov.uk	Health and Safety Executive
www.legislation.gov.uk	Legislation Data protection Act 1998
www.nspcc.org	National Society for the Prevention of Cruelty to Children (NSPCC)
www.playengland.org.uk/	Play England
www.playfulcommunities.org.uk/default.aspx	Playful Communities
www.playscotland.org/	Play Scotland
www.playwales.org.uk/eng/playworkprinciples	Play Wales
www.skillsactive.com/our-sectors/playwork	SkillsActive

Unit 2: Understand the Theories Underpinning Playwork Practice

Unit reference number: R/502/7027

QCF level: 3

Credit value: 6

Guided learning hours: 40

Unit aim

The aim of this unit is for learners to develop their knowledge and understanding of this fundamental aspect of playwork. Learners will explore the key playwork theories that inform the work they do with children and young people. Learners will gain an understanding of the different play types and the ways in which play should be regarded as a continuous process initiated by the child and innately driven. By the end of this unit, learners will have a good understanding of playwork theories and how they are applied in 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 A and B*.

There must be evidence that the learner's work has met all the requirements listed in 'assessment criteria'. This must include all the points for 1.2, the theories for 2.1, and the application of those theories in different playwork contexts for 2.2.

This may be gathered through a combination of projects, assignments, case studies from practice, written or oral questions or professional discussions.

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 importance of play in children's lives and the expected pattern of children's development	1.1	Explain the importance of play in children's lives	<ul style="list-style-type: none"> □ Benefits for holistic development as related to the expected pattern of children's development: physical (biological, effects of exercise on stamina, concentration), psychological (cognition, brain development, thought, problem solving, literacy), social and emotional wellbeing (confidence, self-esteem, sense of belonging, rights), healthy development (healthy eating), survival (basic needs, conflict, behaviours, life events) □ The rights of children and young people (UN Convention)

Learning outcomes	Assessment criteria	Unit amplification
<p>2 Understand underpinning theories and principles of play and gameplay and their impact on the play setting</p>	<p>2.1 Explain the following theories behind gameplay:</p> <ul style="list-style-type: none"> • Play types • The play cycle • Psycholudics • Compound flexibility 	<ul style="list-style-type: none"> □ Play types: background theory (Hughes Taxonomy): symbolic, exploratory, object, rough and tumble, socio-dramatic, dramatic, social, communication, creative, deep, fantasy, imaginative, locomotor, mastery, recapitulative, SPICE (social interaction, physical activity, intellectual stimulation, creative achievement, emotional stability) □ Play cycle: how the play cycle illustrates how children and young people are motivated to play, play, stop play, display. Four functional components making up internal and external frame (meta-lude M-L, Loop flow S, Termination T>, Active development @) □ Psycholudics: theories of those who have studied the mind or psyche of play (Winnicott, Sturrock & Else, Sutton-Smith) □ Compound flexibility: Brown's theory of how development takes place through flexibility of environment and impact on child (confidence, self-esteem), role of playworker □ Impact theories have on play setting (setting up of play spaces, enabling and supporting children and young people's play)

Learning outcomes	Assessment criteria	Unit amplification
	2.2 Explain the relevance to practice in different playwork contexts of each of the following: <ul style="list-style-type: none"> • Play types • The play cycle • Psycholudics • Compound flexibility 	<ul style="list-style-type: none"> □ Using information and knowledge gained throughout the unit, learners provide examples of how the different play types can be used in a range of situations, e.g. object play can develop problem-solving skills, social play can encourage rules for social engagement and interaction □ Play cycle: learners should provide examples that show the recursive nature and how it supports planning and reviewing success of opportunities and activities, how the process of play can be subject to decay and play return □ Psycholudics: role of playworker in creating flexible adaptable environments (being able to interpret signals from children and react to create further content), how approach suggests world is not ideal and playworker's role in creating flexible adaptable environments □ Compound flexibility: discussion on how theory links to practical elements of playwork practice (flexibility of environment and children and young people), examples of how flexibility leads to self-confidence, self-acceptance, self-control
	2.3 Explain what is meant by: <ul style="list-style-type: none"> • Mood descriptors • Behavioural modes 	<ul style="list-style-type: none"> □ Mood descriptors: provide examples of the mood descriptors and how to recognise these □ Behavioural mode: provide examples of the characteristics and essential behavioural modes and how to recognise these
	2.4 Explain the principles of playwork	<ul style="list-style-type: none"> □ The playwork principles should be explained using examples of how they apply to practice and their relevance and importance in playwork practice (first two principles set out what is important for adults to understand about play)
	2.5 Describe the impact of the playwork principles on personal practice	<ul style="list-style-type: none"> □ Learners can draw on aspects of practice to explore how they have demonstrated the playwork principles and how they support their own personal practice, identifying ways they can develop their practice to promote the playwork principles and children and young people's play opportunities

Learning outcomes	Assessment criteria	Unit amplification
	2.6 Explain the importance of the UN Convention on the Rights of the Child in the context of a play environment	<ul style="list-style-type: none"> □ Article 13 should be explained through use of examples to illustrate the importance in a play environment: recognising a child's right to play, developing appropriate age/stage play spaces, developing play spaces that respect and promote culture, religion, beliefs and values, allowing for appropriate risk and challenge □ Learners should understand that play is vital for healthy, physical and emotional development and how this can be promoted in a playwork environment
	2.7 Describe the impact of the UN Convention on the Rights of the Child on personal practice	<ul style="list-style-type: none"> □ How understanding the UN Convention on the Rights of the Child can enable the playworker to promote positive playwork practice (respecting children and young people's wishes, enabling playwork environments that reflect the playwork principles and children and young people's wishes and needs)

Learning outcomes	Assessment criteria	Unit amplification
<p>3 Understand ways of consulting and working with children and young people to create diverse, inclusive play environments which will support their needs and rights</p>	<p>3.1 Identify and explain the types of support and encouragement children and young people require to:</p> <ul style="list-style-type: none"> • Meet their specific needs and rights • Take responsibility for changing environments to meet their needs <p>3.2 Explain the key characteristics of different play environments</p> <p>3.3 Explain the ways in which playworkers plan and prepare spaces for play</p>	<ul style="list-style-type: none"> □ Types of support and encouragement: verbal and non verbal forms of communication, physical aids and resources, support from playworkers □ Specific needs and rights should include any specific physical and/or special educational needs, personal choices □ Changing environments: reacting to observations of children and young people's play and adapting and introducing new play opportunities through their own participation and/or play equipment <ul style="list-style-type: none"> □ Learners should explain the aspects of different play environments inside and outside the setting and how they are developed to promote different areas of play and development (cognitive, social and emotional, physical, creative play) taking account of specific needs and rights of children and young people □ How these different play environments promote inclusive and diverse spaces for individual children and young people <ul style="list-style-type: none"> □ Preparation of spaces should explore the way that ongoing observations of children and young people's play activities support the playworker in actively adapting the environment to motivate and engage sustained interest □ How playworkers work as part of a team in planning and preparing spaces for play □ The types of planning that are used in planning and preparing place spaces

Learning outcomes	Assessment criteria	Unit amplification
3.4	Identify and explain different ways to research and consult with children and young people	<ul style="list-style-type: none"> <input type="checkbox"/> How the playworker finds out about children and young people's play preferences and specific needs (parents, children, young people, observations) <input type="checkbox"/> How the playworker consults with children and young people: through verbal and non-verbal forms of communication, use of props and aids (smiley faces, charts) <input type="checkbox"/> How the playworker can research current and new playwork practices (internet, media, other playworkers, government and other official sources)
3.5	Evaluate the effectiveness of two different methods of researching and consulting with children and young people	<ul style="list-style-type: none"> <input type="checkbox"/> Methods: observations, consulting adults, consulting children and young people, use of verbal and non-verbal forms of communication, use of props and aids, researching media (newspapers, magazines, television), consulting colleagues and other playworkers, interpreting government and other official sources
3.6	Identify key legislation in relation to children's play	<ul style="list-style-type: none"> <input type="checkbox"/> Key legislation: main Acts governing children and young people (EYFS (2008/2012), UN Convention on the Rights of the Child, Children Acts 1989, 2004, Childcare Act 2005, ECM Change for Children 2003, Acts relating to equality, disability, discrimination, special educational needs, health and safety and safeguarding)
3.7	Explain how policies and procedures are developed to reflect children's play needs and rights	<ul style="list-style-type: none"> <input type="checkbox"/> From legislation: government and local authority laws, regulations and guidance <input type="checkbox"/> From observation and reflection of best practice, children's play activities (can include incidents and accidents) <input type="checkbox"/> Who develops the policies and how policies are communicated to playworkers, parents and visitors <input type="checkbox"/> How policies are kept up to date

Information for tutors

Delivery

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

Learning outcome 1 requires learners to demonstrate their knowledge and understanding of the importance of play in children and young people's lives. In providing an explanation, learners should include examples that cover the different benefits that play opportunities provide for children and young people's development, social and emotional wellbeing and overall healthy development. Learners can include examples that illustrate the negative effects if children and young people are restricted from play. A written report could be the primary source of evidence for this learning outcome, as would a presentation or information leaflet to others on the importance of play (parents, colleagues).

Learning outcome 2 requires the learner to understand the key underpinning theories and principles of play and playwork and the impact on their setting. Learners need to show that they have a good understanding of the theories and principles by providing examples of how they relate in practice and impact on children and young people in providing opportunities that support play and playwork. A written report would be the primary source of evidence for this learning outcome, as would presentations and oral discussions. Learners could also develop information leaflets for others (parents, colleagues).

Assessment

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

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

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

Suggested resources

Textbook

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

Websites

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

13 Further information and useful publications

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

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

Key publications:

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

All of these publications are available on our website.

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

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

Additional resources

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

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14 Professional development and training

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Assessment Strategy

Introduction

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

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

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

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

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

Background

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

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

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

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

Overarching Quality Assurance Principles

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

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

Key Components of the Assessment Strategy

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

1. The layout of the National Occupational Standards

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

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

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

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

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

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

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

3. Design of the Qualifications that confirm Occupational Competence

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

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

4. Quality Control

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

4.1 External Verifiers and External Verification³

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

SkillsActive expects:

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

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

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

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

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

⁴ In Scotland this is now Learning and Development Unit 12

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

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

4.2 Risk rating and risk management

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

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

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

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

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

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

4.3 Internal verification

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

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

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

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

The prospective **Internal Verifier** must:

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

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

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

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

⁶ In Scotland this is now Learning and Development Unit 12

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

4.4 Awarding Bodies Forum

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

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

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

5. Workplace assessment

5.1 Assessment Centres must:

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

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

5.2 Assessors

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

Assessors should be one of the following:

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

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

Assessors **must**:

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

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

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

5.3 Witness testimony

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

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

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

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

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

6. Simulation

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

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

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

Qualification Specific Strategy

Introduction

In July 2010, new National Occupational Standards (NOS) for playwork level 3 were approved. These standards relate to experienced playworkers who have a wide knowledge and understanding of children and young people and a deep appreciation of the Playwork principles. The playwork level 3 NOS do not have any age specifications attached, as it is recognised that playwork covers work across the whole children's workforce.

SkillsActive, the Sector Skills Council for Active Leisure, Learning and Wellbeing, as an Ofqual-approved unit and rule of combination submitter for the QCF, developed two units in 2004 which mapped the competence gaps from Early Years National Occupational Standards to playwork National Occupational Standards. These units were called the 'transitional modules from early years to playwork' and have been very popular in the sector. Early years workers who have completed an early years CCLD level 3 qualification have taken up the transitional modules into playwork and have found them to be very useful in their work in early years and as an out of school care worker or playscheme worker.

With the introduction of QCF, employers felt that the current transitional modules still have a part to play in supporting staff in the wider children's workforce. Therefore, SkillsActive and their employers took the decision to transfer the existing transitional modules into QCF design and make them an award at level 3. The units have now been changed slightly in line with QCF principles and the qualification they now form is called the Level 3 Award in Transition to Playwork (from Early Years).

A playwork award, certificate and diploma at level 3 have also been developed for the Playwork sector. Therefore, there are now two awards at level 3, one which is for playwork practitioners and one which is for early years workers moving into playwork.

Learners wishing to undertake the Level 3 Award in Transition to Playwork (from Early Years) must meet the entry requirement, i.e. they must have successfully completed a level 3 NVQ in Children's Care Learning and Development.

The Level 3 Award in Transition to Playwork (from Early Years) is designed to be a free-standing qualification and, while it offers knowledge and some practice in playwork, it does not confirm occupational competence as a playworker.

Although it is preferable, it is not essential for the units making up the award to be assessed by an A1 or equivalent qualified assessor. However, it is expected that the SkillsActive assessment strategy relating to assessors will be adhered to in relation to occupational competence.

Background

In July 2002, PSAG approved the assessment strategy submitted by SkillsActive, the recognised standards setting body for the active leisure, learning and well-being sector. This was updated in 2007. The strategy sets out the recommendations for the assessment and quality control systems required for national vocational qualifications coming under the active leisure, learning and well-being umbrella. The strategy makes clear that certain sections may require a qualification specific annex to detail any specialist requirements which could not be contained in the generic document.

Occupational competence for assessors, internal and external verifiers for the Level 3 Award in Transition to Playwork (from Early Years)

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 Award in Transition to Playwork (from Early Years), and they apply equally to prospective external and internal verifiers and assessors, who must¹:

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 criterion:

A relevant and nationally recognised playwork training course or qualification from a UK nationally recognised framework, 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 is 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 for both units of assessment. Using this evidence for the units it relates to is part of a holistic approach to assessment.

Holistic assessment means that the assessor should use several methods to encourage the evidence gathering, and link these assessment methods to both units as much as possible.

Separate assessments for each of the 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 be sought for a 'holistic' approach.

How much evidence is necessary?

For the units contained in the Award evidence is required for knowledge, understanding and skills with some 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, reflective accounts of practice, taking witness testimony from managers or more experienced playworkers.

How to gather evidence

Knowledge and understanding

All knowledge and understanding must relate to the candidate's own understanding of the playwork principles and how they relate to practice. 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, or, if required, 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 understanding.

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

- Projects, assignments and questions
- Reports or professional
- Reflective account by the learner that details what the learner said, did and why
- Work products showing work undertaken by the learner
- Observation by a qualified and occupationally expert assessor (as defined in the Assessment Strategy) can be used if required.

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

Playwork Principles

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

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

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

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and well being of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The play worker'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

This glossary has been developed for the Level 3 Diploma in Playwork (NVQ); however, some of the terms included in the QCF Level 3 Award in Transition to Playwork (from Early Years) can be defined and explained within this glossary.

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.

Assessing risk

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Barriers to access/barriers to inclusion

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.

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 who report to you, 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 wellbeing 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.

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 socialisation, 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.

Integrated play provision

The intermixing of people previously segregated by impairment alone. Non-disabled people tend to take the lead regarding the when, where, how and who.

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 to.

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.

Parents and carers

All people with parental or caring responsibilities for children, including primary and non-primary carers. This term should be taken to include all family members (including brothers and sisters) who may have caring responsibilities, wider family members, partners of parents and childminders or similar.

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.

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 communicates 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.

Qualitative

Something that is not summarised in numerical form, such as minutes from meetings and general notes from observations. Qualitative data normally describe people’s knowledge, attitudes or behaviours and is often more subjective.

Quantitative

Something measured or measurable by, or concerned with, quantity and expressed in numbers or quantities.

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.

Security hazards

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

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.

Self-powered

For example, on foot or by bicycle or canoe.

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.

Support

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

Transient play space

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

Transition

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

Unacceptable risk

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

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

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

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



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