



Qualification specification

NCFE CACHE Level 2 Diploma in Playwork
QN: XXX/XXXX/X



Qualification title	NCFE CACHE Level 2 Diploma in Playwork		
Ofqual qualification number (QN)	XXX/XXX/X	Aim reference	XXXXXXX
Guided learning hours (GLH)	457	Total qualification time (TQT)	560
Credit value	56		
Minimum age	16		
Qualification purpose	<p>This qualification is designed to provide learners with the knowledge and understanding of the principles and theories that underpin playwork and the importance of play in children's lives aged 4-16 years. It covers the knowledge and skills needed when working under supervision and requires the learner to demonstrate the full application of knowledge and understanding over a period in the workplace.</p> <p>This qualification reflects the current national occupational standards for playwork.</p>		
Grading	Achieved/not yet achieved		
Assessment method	Internally assessed and externally quality assured portfolio of evidence		
Work/industry placement experience	This qualification requires learners to complete a mandatory work placement experience throughout the duration of the qualification, before certification.		

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Section 1: introduction

Please note this is a draft version of the qualification specification and is likely to be subject to change before the final version is produced for the launch of the qualification.

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

Aims and objectives

This qualification aims to:

- focus on the study of the importance of play and playwork in children's lives
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objective of this qualification is to:

- build knowledge and skills needed to work under supervision with children in a playwork setting

Support handbook

This qualification specification must be used alongside the mandatory support handbook on the qualifications page on the NCFE website, which contains additional supporting information to help with the planning, delivery and assessment.

This qualification specification contains all of the qualification-specific information you will need that is not covered in the support handbook.

Entry guidance

This qualification is designed for learners who work or wish to work with children between the ages of 4 and 16 in playwork settings.

Learners should be at least 16 years old. We do not set any other entry requirements, but colleges or training providers may have their own guidelines.

Entry is at the discretion of the centre, in accordance with the Equality Act 2010 and Northern Ireland equality law.

There are no specific prior skills or knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 1 qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **58 credits from 12** mandatory units and **16 credits from the** optional units.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

Progression

Learners who achieve this qualification could progress to the following:

- employment (list job roles):
 - before and after school clubs
 - holiday playschemes
 - adventure playgrounds
 - open access play settings
 - play rangers
- further education:
 - Level 3 Certificate in Understanding Playwork
 - Level 3 Diploma in Playwork

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

Work placement experience

This qualification requires learners to complete a mandatory work placement experience throughout the duration of the qualification, before certification.

Age ranges covered by the qualification

Children aged 4-16 years.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured portfolio of evidence.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE (Internal Quality Assurance (IQA) must still be completed by the centre as per usual)

Learners must be successful in this component to gain the Level 2 Diploma in Playwork.

The Level 2 Diploma in Playwork is a competence-based qualification.

A competence-based qualification may be based on national occupational standards (NOS) and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace or in a real work environment (RWE) in accordance with the relevant assessment strategy. For further information on the strategy, please visit the qualifications page on the NCFE website.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a level 2 learner for each learning outcome.

Internal assessment

We have created some sample tasks for all the units that are internally assessed, which can be found in the internal assessment sample task document. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover the knowledge learning outcomes across each unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the curriculum team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

A centre may choose to create their own internal assessment tasks. There are 4 essential elements in the production of successful centre-based assessment tasks.

These are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, learning outcomes, or assessment criteria
- having a valid and engaging context or scenario

- including sufficient opportunities for stretch and challenge for higher attainers. Please see the guidance document for creation of internal assessment tasks on our website

Please see the guidance document for creation of internal assessment tasks on our website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

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Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in section 3.

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L2PW1 Understand the playwork principles (A/650/0574)

Unit summary				
This unit allows the learner to explore the playwork principles that underpin playwork practice.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	21 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of playwork	1.1 Describe the playwork principles
	1.2 Describe how the playwork principles are embedded into own practice
2. Understand the nature of children's play	2.1 Describe the need for children to play
	2.2 Define the following terms: <ul style="list-style-type: none"> • play that is freely chosen • play that is self-directed • intrinsically motivated
	2.3 Describe the difference between play that is freely chosen, play that is self-directed and adult-led activities
3. Understand the impact of play deprivation on children	3.1 Explain what the term play deprivation means
	3.2 Identify potential impact of play deprivation
4. Understand the requirements of the United Nations Convention on the Rights of the Child (UNCRC) in relation to play	4.1 Explain the requirements of the UNCRC in relation to play
	4.2 Use an example to describe how your practice relates to UNCRC in relation to play

Delivery and assessment guidance
<p>Learning outcome 3</p> <p>Holistic assessment opportunities may present themselves here with unit L2PW3 Understand children's development in a playwork context, learning outcome 2.</p> <p>The assessor must ensure that all assessment criteria are met in full when considering cross referencing and a judgement of competency is recorded.</p> <p>This unit could be assessed through:</p> <ul style="list-style-type: none"> • written assignment • professional discussion <p>Relationship to national occupational standards (NOS):</p>

Delivery and assessment guidance

- | |
|--|
| <ul style="list-style-type: none">• SKAPW50 Create playwork settings that support freely chosen self-directed play |
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L2PW2 Understand the playwork setting (D/650/0575)

Unit summary				
In this unit the learner will gain knowledge and understanding of a playwork setting and how to plan for play.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	29 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the characteristics of an effective playwork setting	1.1 Identify different types of playwork settings
	1.2 Describe the characteristics of a play rich playwork setting
	1.3 Describe key resources that may be introduced into the playwork setting to support children's play
2. Understand playwork theories	2.1 Summarise the main stages of the play cycle
	2.2 Outline the importance of responding to play cues
	2.3 Explain the concept of loose parts
3. Understand play spaces	3.1 Describe different play spaces
	3.2 Outline why it is important for children to have a variety of play spaces to choose from
4. Understand play types	4.1 Describe different play types
	4.2 Outline how the opportunity to engage with different play types benefits children

Range
1. Understand the characteristics of an effective playwork setting
1.1 The learner should be able to identify a minimum of 4 different playwork settings
3. Understand play spaces
3.1 Play spaces
The following play spaces must be covered:
<ul style="list-style-type: none"> • physical • transient • permanent • affective • cyber
4. Understand play types
4.1 The learner should cover a minimum of 6 different play types .

Delivery and assessment guidance

This unit could be assessed through:

- written task
- professional discussion

Relationship to national occupational standards (NOS):

- SKAPW50 Create playwork settings that support freely chosen, self-directed play

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L2PW3 Meeting children's needs in a playwork setting (F/650/0576)

Unit summary				
This unit aims to develop knowledge and understanding of children's development from 4 to 16 years. The learner will understand children's development from a playwork perspective and consider the impact of transitions and experiences. The learner will explore equality, diversity and inclusion in order to develop an understanding of inclusive practice as well as the skills required to contribute to an inclusive playwork setting				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	26 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to plan a play setting that meets children's needs and play preferences	1.1 Describe how children's ability can affect their needs and play preferences
	1.2 Describe how to plan a play setting for the different age ranges that attend
	1.3 Outline how to provide a range of resources to meet the diverse needs of children
2. Understand how play is fundamental to children's development and wellbeing	2.1 Describe how play that is freely chosen is essential to children's development
	2.2 Outline the value of playing outside for children's health, wellbeing and mental health
3. Understand the impact of transitions on children	3.1 Describe key transitions that most children experience
	3.2 Identify other transitions that children may encounter
	3.3 Explain how transitions can influence behaviour and how children play
	3.4 Describe how a playworker can support children who are experiencing transitions
4. Understand how the playworker supports children's behaviour within a playwork setting	4.1 Explain how children's behaviour can be influenced by external factors
	4.2 Outline how children can be supported in understanding the value of positive relationships
	4.3 Explain the benefits of involving children in group agreements regarding expected behaviour
5. Understand inclusive playwork practice	5.1 Identify current legislation and guidance relating to equality, diversity and inclusion
	5.2 Explain policies and procedures relating to equality, diversity and inclusive practice
	5.3 Describe the importance of person-centred playwork practice
6. Be able to contribute to an inclusive and stimulating playwork setting	6.1 Identify children's diverse needs
	6.2 Reflect on how your practice ensures children are central to practice
	6.3 Adapt play spaces and resources to support inclusion
	6.4 Reflect on how own playwork setting could be made more inclusive and stimulating

Range
1. Understand how to plan a play setting that meets children's needs and play preferences
1.3 Diverse needs Could include: <ul style="list-style-type: none"> • age • ability • culture • individual needs such as special educational needs and disability or language
3. Understand the impact of transitions on children
3.1 Transitions The learner must be able to describe 3 different types of transitions.
4. Understand how the playworker supports children's behaviour within a playwork setting
4.1 External Factors Could include: <ul style="list-style-type: none"> • learnt behavior • family dynamics • transition • form of communication • sign of abuse or bullying • poor boundaries • physical/emotional well-being • additional needs
Delivery and assessment guidance
Holistic assessment opportunities may present themselves within unit L2PW1 Understand the principles of playwork, learning outcome 2 The assessor must ensure that all assessment criteria are met in full when considering cross referencing and a judgement of competency must be recorded. This unit could be assessed through: <ul style="list-style-type: none"> • written task • professional discussion Relationship to national occupational standards (NOS): <ul style="list-style-type: none"> • SKAPW50 Create playwork settings that support freely chosen self-directed play

L2PW4 Child-centred practice in a playwork setting (H/650/0577)

Unit summary				
This unit will help playworkers develop an understanding of child centred practice when working in a playwork setting as well as demonstrating how to advocate for play and playwork.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	26 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of consulting with children in a playwork setting	1.1 Explain the importance of participation with children and how this relates to the United Nations Convention on the Rights of the Child (UNCRC)
	1.2 Describe different ways of gaining feedback from children that could be used in a playwork setting
	1.3 Describe how to use information gained from children to: <ul style="list-style-type: none"> • identify play needs and preferences • represent the voice of children • influence practice
2. Understand the role of the playworker in supporting children	2.1 Outline how the playworker can support children with the following through play: <ul style="list-style-type: none"> • negotiating • decision making • respecting individuality • self-esteem • self-reliance • resilience
	2.2 Outline why it is important to be aware of the impact you can have on children's play and the playwork setting
3. Understand advocacy for play and playwork	3.1 Explain why it is important for the playworker to be an advocate for play
	3.2 Identify different ways a playworker can raise awareness of the benefits of play and playwork
4. Be able to advocate for play	4.1 Demonstrate participation with children when appropriate
	4.2 Reflect on child-centred practice and the voice of the child in a playwork setting
	4.3 Demonstrate how to promote the benefits of play to others

Range
2. Understand the role of the playworker in supporting children
2.2 Impact
A playworker's approach could have a positive or negative impact on the play process and the children's play experiences. Learners must cover both aspects.
4. Be able to advocate for play
4.3 Others
Could include:
<ul style="list-style-type: none"> • parents • wider staff • volunteers • local community
Delivery and assessment guidance
Learning outcome 4 must be assessed in a real work environment (RWE).
This unit could be assessed through:
<ul style="list-style-type: none"> • written tasks • reflective account • direct observation (followed by Q&A as appropriate) • professional discussion • work products could support direct observation or professional discussion as supplementary evidence of practice. For example: <ul style="list-style-type: none"> ○ evidence from activities to advocate for play ○ notice boards that the learner has contributed to promoting the benefits of play ○ leaflets or posters created by the learner
Relationship to National Occupational Standards (NOS):
<ul style="list-style-type: none"> • SKAPW50 Create spaces that support freely chosen self-directed play

L2PW5 Understand how to support children with additional needs and disability in a playwork setting (J/650/0578)



Unit summary				
The aim of this unit is to develop a playworker’s knowledge and understanding in supporting children with additional needs and disability in a playwork setting.				
It is aimed at playworkers who do not hold full responsibility but make a significant contribution to supporting play.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	36 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand policies relating to the inclusion of children with additional needs and disabilities in a playwork setting	1.1 Explain a playwork setting’s policies in relation to supporting children with additional needs or disability
2. Understand barriers to accessing quality play experiences	2.1 Outline how assumptions, attitudes and discrimination prevent some children from having equality access to play
	2.2 Describe ways the playworker can remove barriers preventing access to play
3. Understand partnership working	3.1 Explain the importance of positive relationships with parents/carers when supporting children with additional needs and disabilities
	3.3 Explain why it is important to include the voice of children when planning to meet their needs
	3.4 Identify sources of local and national specialist support, guidance and information relating to additional needs and disability
4. Understand how to support a child with additional needs or disability to participate in play experiences	4.1 Explain how play cues may be expressed by children when they communicate differently
	4.2 Explain how adults may impact on the play experience of children with additional needs
	4.3 Describe different adaptations that could be made to support inclusive play
	4.4 Outline the importance of seeking support in situations beyond own expertise and experience

Range
3. Understand partnership working
3.4 Sources
The learner must be able to outline a minimum of 2 national and 2 local sources of support and information relating to additional needs and disability.

4. Understand how to support a child with additional needs or disability to participate in play experiences

4.3 Adaptations

Adaptations could be to the environment, resources or staffing. Learners must be able to describe a minimum of 3 different adaptations.

4.4 Support

Learners should be aware of a range of professionals and external agencies in relation to meeting the needs of children with additional needs or disability and know how to share concerns with colleagues as appropriate to their own level of expertise/experience. Learners should be able to appreciate the significance of working in partnership with other professionals.

Delivery and assessment guidance

This unit could be assessed through:

- written task
- planned professional discussion

Relationship to national occupational standards (NOS):

- SKAPW57 Contribute to supporting disabled children in the playwork setting
- SCDCCLD0209 Support a child with additional support needs

L2PW6 Support relationships in a playwork setting (K/650/0579)

Unit summary				
This unit explores the knowledge, understanding and skills a playworker needs to develop and maintain relationships with children as well as supporting relationships between children.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	24 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to build relationships with children	1.1 Explain why it is important for a playworker to establish a positive relationship with children in a playwork setting
	1.2 Describe potential consequences for children when relationships are not established
	1.3 Describe ways to help children feel welcome and valued in the playwork setting
2. Understand how to support communication with children	2.1 Outline different communication methods a playworker could use that is appropriate to a child's age or abilities
	2.2 Outline the importance of making sure children have understood what is being communicated
	2.3 Describe how the playworker relates to children according to their age and individual needs
	2.4 Describe how to address communication barriers with children
	2.5 Outline why it is important for children be able to ask questions, offer ideas and make suggestions or complaints
3. Understand how to support relationships between children	3.1 Describe how children can develop and maintain relationships through play
	3.2 Explain how to support children to appreciate differences
	3.3 Outline why it is important for children to appreciate individuality, diversity and difference in others
	3.4 Outline why it is important for children to understand other people's feelings and points of view
4. Understand the importance of children being able to resolve conflict themselves	4.1 Outline why it is important for children to be able to resolve conflict for themselves
	4.2 Describe what support children may need when conflict arises
	4.3 Outline strategies/techniques a playworker could use to support children to manage their emotions, feelings and actions
5. Understand the importance of partnership working with others	5.1 Explain why it is important for playworkers to have positive relationships with others
	5.2 Explain the importance of clear communication with others
	5.3 Identify barriers to positive relationships with others
	5.4 Outline ways to overcome barriers to positive relationships with others
6. Be able to develop and maintain relationships with children	6.1 Communicate effectively with children
	6.2 Interact with children in a way that is appropriate to the play process
	6.3 Reflect on own practice in developing and maintaining relationships with children
	7.1 Support children's communication with others

Learning outcomes The learner will:	Assessment criteria The learner can:
7. Be able to support children to establish and maintain relationships in a playwork setting	7.2 Encourage children to understand other people's individuality, diversity and differences
	7.3 Encourage children to understand and respect other people's feelings and points of view
	7.4 Support children to be able to ask questions, offer ideas and make suggestions or complaints
8. Be able to support children to resolve conflict for themselves	8.1 Encourage children to develop group agreements about the way they interact with others
	8.2 Support children to understand and manage their emotions, feelings and actions
	8.3 Support children to deal with conflict themselves
	8.4 Offer support to children who have been affected by the behaviour of other children
9. Be able to demonstrate partnership working with others	9.1 Communicate effectively with others using a range of communication methods
	9.2 Work cooperatively with others to meet the needs of children
	9.3 Reflect on own practice in working with others

Range
2. Understand how to support communication with children
2.2 Communication
The learner must describe a minimum of 3 different methods of communication.
5. Understand the importance of partnership working with others
5.1 Others
These could include other teams within the organisation, or other agencies or professionals that might work with or alongside the playwork team. For example:
<ul style="list-style-type: none"> • school staff • site maintenance staff • parents, carers and families • 1-1 key workers/support staff • playwork development officer • safeguarding agencies • local authorities • police and youth offending teams • colleagues
6. Be able to develop and maintain relationships with children
6.2 Interact
To demonstrate, for example:
<ul style="list-style-type: none"> • showing respect • active listening • providing reasons for actions when necessary • checking that what is being communicated has been understood • responding to children's questions • treating children with honesty, respect, fairness and trust
Delivery and assessment guidance
Learning outcomes 6, 7, 8 and 9 must be assessed in a real work environment.
This unit could be assessed through:
<ul style="list-style-type: none"> • written tasks • planned professional discussion • reflective account • direct observation (followed by Q&A as appropriate) • work products produced by the learner, such as evidence of communication with others (for example, staff communication book, emails, letters, newsletters) • additional evidence to supplement direct observation or professional discussion such as resources created by the learner for activities to support children to understand emotions and feelings
Relationship to national occupational standards (NOS):

Delivery and assessment guidance

- SKAPW55 Contribute to the development and maintenance of relationships with children, young people and others

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L2PW7 Support children's play (R/650/0580)

Unit summary				
This unit explores the knowledge and skills required to support children's play.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 2	4 credits	26 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to work with children to create play spaces	1.1 Explain the importance of children exploring play opportunities for themselves
	1.2 Describe how to support children to adapt play spaces
	1.3 Describe how to support play to come to an end in a way that is sensitive to the level of children's involvement
2. Understand interventions in the playwork context	2.1 Describe intervention from a playwork perspective
	2.2 Outline how playwork interventions can enhance the play process
	2.3 Explain when and how the playworker should intervene to reduce risk whilst respecting the play process and playwork principles
3. Be able to support children in the creation of play spaces	3.1 Use observations and feedback from children to identify their play needs and preferences
	3.2 Support children to create play spaces to meet their play needs and preferences
	3.3 Support children to adapt play spaces when requested by the child
4. Be able to support children's play	4.1 Be able to provide children the opportunity to explore play spaces appropriate to their individual requirements
	4.2 Observe children's play, responding to play cues
	4.3 Take part in play when invited by children through their cues
	4.4 Show appropriate interventions consistent with the theory to support or extend the play process
	4.5 Intervene in children's play when their health, safety or welfare requires it
	4.6 Support children in bring play to an end, according to the level of involvement and the requirements of the organisation
	4.7 Reflect on own role in supporting children's play

Range
2. Understand interventions in the playwork context
2.1 Intervention
Range of identified intervention styles that a playworker might adopt to support children in choosing and exploring opportunities for themselves. Recognised playwork intervention styles help the playworker to decide when to and when not to join in children's play.
4. Be able to support children's play
4.7
Learners may wish to consider some of the following topics when reflecting on the role in supporting children's play.:
<ul style="list-style-type: none"> • responding to play cues to support better play experiences • intervention styles used • allowing children to control their play • joining in with play when invited • the way play came to an end • how playwork principles are embedded in practice • how children use the play spaces and resources

Delivery and assessment guidance
Learning outcomes 3 and 4 must be assessed in a real work environment (RWE).
This unit could be assessed through:
<ul style="list-style-type: none"> • written task • direct observation followed by Q&A as necessary • professional discussion • reflective account
Relationship to national occupational standards (NOS):
<ul style="list-style-type: none"> • SKAPW50 Create spaces that support freely chosen self-directed play

L2PW8 Supporting health, safety and security in the playwork setting (T/650/0581)

Unit summary				
This unit covers the knowledge, understanding and skills required to maintain health, safety and security in the playwork setting, including dealing with accidents, illnesses and emergencies.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 2	4 credits	35 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand legislation and guidelines for health, safety and security	1.1 Describe the legal requirements and guidance for health, safety and security that apply in a playwork context
2. Understand policies and procedures for health, safety and security	2.1 Outline policies and procedures for health, safety and security that apply in a playwork context, including off-site procedures
3. Be able to contribute to health, safety and security procedures	3.1 Contribute to health, safety and security procedures within remit of own role, including: <ul style="list-style-type: none"> • accidents • signs of illness • emergency procedures • security procedures • hygienic practice
	3.2 Support children to take responsibility for their own health, safety and security
4. Understand hazards in a playwork setting	4.1 Identify different hazards that may occur in a playwork setting
	4.2 Describe how to assess and respond to the main health, safety and security hazards that may occur in a playwork setting and off site
	4.3 Outline situations in which the playworker: <ul style="list-style-type: none"> • can deal with a hazard themselves • must report a hazard to others
5. Be able to respond to hazards in a playwork setting	5.1 Follow procedures to manage risks presented by hazards in a playwork setting in the following ways: <ul style="list-style-type: none"> • support children to deal with the hazard • respond to and report the hazard
	5.2 Obtain advice from colleagues when unsure about how to assess and deal with a hazard
6. Know how to respond to injuries and illness in the playwork setting	6.1 Outline common types of injuries and illness that can occur in the playwork setting
	6.2 Describe the procedures a playworker should follow in response to injuries and illnesses
7. Know how to respond to	7.1 Describe the procedures to follow for different emergency situations that may occur in the playwork setting

Learning outcomes	Assessment criteria
The learner will:	The learner can:
emergencies in the playwork setting	7.2 Explain why it is important to remain calm and communicate clearly during an emergency
	7.3 Outline records that are required following an emergency and why it is important to complete these accurately

Range
4. Understand hazards in a playwork setting
4.1 Hazards
Learners must be able to identify a range of hazards across the following categories. A minimum of 5 hazards should be identified:
<ul style="list-style-type: none"> • physical • environmental • play and behavioural • security • hygiene
4.3 Others
For example:
<ul style="list-style-type: none"> • team members • other professionals or organisations
7. Know how to respond to emergencies in the playwork setting
7.1 Emergency
Must include:
<ul style="list-style-type: none"> • fire and evacuation • lock down • extreme weather • security • play and behavioural • medical

Delivery and assessment guidance
Learning outcomes 3 and 5 must be assessed in a real work environment (RWE).
This unit could be assessed through:
<ul style="list-style-type: none"> • written tasks • planned professional discussion • direct observation

Delivery and assessment guidance

Relationship to national occupational standards (NOS):

- SKAPW53 Contribute to the health, safety and wellbeing of Children in the setting where playwork is taking place

DRAFT

L2PW9 Risk benefit for children (Y/650/0582)

Unit summary				
This unit covers the knowledge and skills a playworker requires to understand risk benefit and be able to undertake risk benefit assessments in the playwork setting.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 2	4 credits	25 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand risk benefit	1.1 Explain how risk is important for children's development
	1.2 Identify examples of risk and challenge in a playwork setting in relation to children's age and stage of development
	1.3 Define the terms: <ul style="list-style-type: none"> • risk benefit assessment • dynamic risk benefit assessment
	1.4 Outline why it is important for playworkers to balance health, safety and security requirements with the need for risk and challenge
	1.5 Describe how the use of dynamic risk benefit assessment impacts positively on children's play
	1.6 Identify the importance of children managing risk for themselves
2. Be able to undertake a risk benefit assessment	2.1 Demonstrate how to complete a risk benefit assessment
	2.2 Observe children who are engaging with elements of risk
	2.3 Support children to manage risk for themselves
	2.4 Intervene in self-directed play when the risk becomes acceptable
	2.5 Reflect on own practice in undertaking a dynamic risk benefit assessment

Delivery and assessment guidance
Evidence of real work activity.
There must be evidence that the learner has met all of the 'be able to' criteria through their own work in a real work environment (RWE).
This unit could be assessed through:
<ul style="list-style-type: none"> • direct observation (followed by Q&A as appropriate) • reflective account • written taskwork products produced by the learner
Relationship to national occupational standards (NOS):
<ul style="list-style-type: none"> • SKAPW53 Contribute to the health, safety and wellbeing of children in the setting where playwork is taking place

L2PW10 The safeguarding and welfare of children in a playwork setting (A/650/0583)

Unit summary				
This explores the knowledge and understanding that playworkers need to safeguard and provide for the welfare of children in a playwork setting as well as some elements of practice that playworkers need to support children to keep themselves safe.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 2	4 credits	32 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the requirements for safeguarding and the protection and welfare of children in a playwork setting	1.1 Define what is meant by safeguarding children
	1.2 Identify the <ul style="list-style-type: none"> • legal requirements, • local and national policies and guidance Relevant to the safeguarding of children
	1.3 Outline policies and procedures relating to safeguarding and child protection
	1.4 Outline features of a safe practice code for protecting members of the playwork team and volunteers
	1.5 Explain the legislation relation to confidentiality and how this relates to own practice
2. Understand the different forms of abuse that can affect children from a playwork context	2.1 Describe different types of abuse
	2.2 Describe factors that may contribute to a child being more vulnerable to abuse
	2.3 Describe how signs of abuse may be expressed through children's play
	2.4 Outline risks to children of using technology and social media
3. Know how to respond to concerns about children's welfare	3.1 Identify who to contact when there are safeguarding concerns about children
	3.2 Outline the procedures you follow in your setting to report and record concerns relating to a child's welfare
	3.3 Outline the differences between: <ul style="list-style-type: none"> • observation • fact • information gained from others • opinion
	3.4 Explain the importance of reporting concerns and sharing information in relation to children's welfare, including mental health
	3.5 Summarise the term 'whistleblowing' and how this relates to your role
4. Understand how to support children to keep themselves safe	4.1 Explain the importance of supporting children to keep themselves safe
	4.2 Identify where to get advice, support and further information on issues to do with safeguarding children
	4.3 Describe strategies that could be used to support children to keep themselves safe: <ul style="list-style-type: none"> • when away from adults • when online • with their peers • if they are being bullied

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Be able to support children to keep themselves safe	5.1 Demonstrate how to raise children's awareness of personal safety according to their age and individual needs
	5.2 Support children's awareness of the risks associated with the use of electronic communications

DRAFT

Range
<p>2. Understand the different forms of abuse that can affect children from a playwork context</p>
<p>2.1 Abuse</p> <p>Learners must be able to describe a minimum of 5 types of abuse.</p> <p>Delivery should raise awareness of the following types of abuse:</p> <ul style="list-style-type: none"> • physical • emotional • sexual • neglect • bullying • domestic • child exploitation • peer on peer • female genital mutilation (FGM) • fabricated and induced illness • extremism and radicalisation
<p>2.2</p> <p>Learners must be able to describe a minimum of 4 factors that may contribute to a child being more vulnerable to abuse</p>
<p>4. Understand how to support children to keep themselves safe</p>
<p>4.2</p> <p>Delivery should include raising learners' awareness of reliable sources of support, advice and further information from charities, children's organisations, local authorities, or even own organisation. For example: learners may require support if they have dealt with a safeguarding incident, need advice on processes and need further information on topics such as types of abuse, supporting families or bullying.</p>
<p>5. Be able to support children to keep themselves safe</p>
<p>5.2 Electronic communications</p> <p>For example:</p> <ul style="list-style-type: none"> • social networking • online gaming • emails • mobile phones • internet
Delivery and assessment guidance
<p>Learning Outcome 5 must be assessed in a real work environment (RWE).</p> <p>This unit could be assessed through:</p>

Delivery and assessment guidance

- written tasks
- direct observation (followed by Q&A as appropriate)
- reflective account
- planned professional discussion

Relationship to national occupational standards (NOS):

- SKAPW53 Contribute to the health, safety and wellbeing of children in the setting where playwork is taking place
- SKAPW54 Respond to possible safeguarding concerns of children in the playwork setting

L2PW11 Support the work of the playwork team (D/650/0584)

Unit summary				
This unit covers the knowledge and skills required to work as part of an effective playwork team.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	21 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand different working relationships	1.1 Identify different working relationships which support effective team practice
	1.2 Identify others that may work with a playwork team
	1.3 Outline the role of others that may work with a playwork team
	1.4 Describe how partnership working can benefit children in a playwork context
2. Understand effective team working	2.1 Explain the meaning of effective teamwork
	2.2 Outline the importance of clear communication within a team
	2.3 Give examples of types of issues that may cause conflict within a playwork team
	2.4 Describe ways to resolve team conflict
	2.5 Describe when you would need to refer conflict to a senior member of staff
3. Understand how to contribute to improving a team's playwork practice	3.1 Describe the benefits of team meetings
	3.2 Explain ways of improving a team's playwork practice
4. Be able to support the work of a playwork team	4.1 Carry out own role and responsibilities within the team
	4.2 Communicate clearly with colleagues
	4.3 Interact with others in a way that supports effective teamwork
	4.4 Respond openly to differences of opinion and viewpoints of others
	4.5 Seek advice and support from relevant people when needed
	4.6 Offer suggestions to improve practice
	4.7 Reflect on own role within the playwork team

Range
2. Understand effective team working
2.3
A minimum of 3 examples of types of issues that may cause conflict are required.

Delivery and assessment guidance
Learning outcome 4 must be assessed in a real work environment (RWE).
This unit could be assessed through:
<ul style="list-style-type: none"> written tasks

Delivery and assessment guidance

- planned professional discussion
- direct observation (followed by Q&A as appropriate)
- reflective account
- work products such team meeting minutes documenting suggestions made by the learner

Relationship to national occupational standards (NOS):

- SKAALA52 Contribute to the work of your team
- SKAPW61 Evaluate to improve your own practice and the work of the playwork team

L2PW12 Develop own practice (F/650/0585)

Unit summary				
This unit covers the knowledge, understanding and elements of practice that playworkers need to reflect on and develop their own playwork practice.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 2	3 credits	21 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how reflection contributes to continuing professional development	1.1 Outline what is meant by reflective practice and how it relates to the playwork principles
	1.2 Explain the importance of reflective practice and continuing professional development for best practice
	1.3 Describe how own values, attitudes and experiences impact on playwork practice and why it is important to recognise and reflect on this
	1.4 Identify how children's actions can impact on the playworker
	1.5 Explain the importance of observations of play and feedback from children to improve own playwork practice
2. Be able to use reflective practice in playwork	2.1 Use feedback from children and others to reflect on own playwork practice
	2.2 Reflect on own practice in relation to the playwork principles
	2.3 Summarise how improvements to own professional development can positively impact the playwork setting
	2.4 Demonstrate how to use observations of children's play to inform own playwork practice
	2.5 Share own observations and reflections with colleagues to inform practice
3. Be able to improve own playwork practice	3.1 Work with an appropriate person to: <ul style="list-style-type: none"> • identify own strengths, and areas where playwork practice could improve • gather feedback • plan ways in which playwork practice could improve • identify goals and targets • plan personal development
	3.2 Undertake continuing professional development that is relevant to own goals and targets
	3.3 Reflect on how continuing professional development opportunities have improved own practice

Delivery and assessment guidance
<p>Holistic assessment opportunities</p> <p>There is an opportunity for 2.1 and 2.2 to be cross referenced or met by one reflective account should the learner cover the criteria of both assessment criteria in full.</p> <p>The assessor must ensure that all assessment criteria are covered in full when considering cross referencing and a judgement of competency must be recorded.</p> <p>This unit could be assessed through:</p>

Delivery and assessment guidance

- written tasks
- reflective account
- planned professional discussion
- work products produced by the learner, such as: development plans, target setting, SWOT analysis, records of professional development activities

Relationship to national occupational standards (NOS):

- SKAPW61 Evaluate to improve your own practice and the work of your playwork team

L2PWOP1 Carry out playwork in a school (H/650/0586)

Unit summary				
This unit covers the knowledge and competence required to carry out playwork in a school setting. Learners can demonstrate their competence during the school day as well as in before and after school clubs that support play that is freely chosen.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	4 credits	30 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to carry out playwork in a school setting	1.1 Outline the importance of play in school settings
	1.2 Describe how play can enhance school experiences for children
	1.3 Outline the differences between play that is freely chosen and playful activities that may occur in a school setting
	1.4 Outline potential conflicts between playwork and the school agenda
	1.5 Outline the importance of children understanding the different expectations regarding the use of shared spaces
	1.6 Explain the importance of protecting the play space
	1.7 Describe how to advocate for play and playwork in a school setting
2. Be able to establish a play space within a school setting	2.1 Identify accessible play spaces
	2.2 Gain permissions from others for the use of resources
	2.3 Advocate for children's play in a school setting
3. Be able to facilitate children's self-directed play in a school setting	3.1 Help children, young people and other adults understand where the play space exists
	3.2 Encourage children to take ownership and responsibility of the play space
	3.3 Protect the play process from interruptions and interventions from others
	3.4 Provide feedback about children's play experiences to school staff
	3.5 Reflect on own playwork practice in a school setting

Delivery and assessment guidance
<p>Learning outcomes 2 and 3 must be carried out in a real work environment. This could be during the school day, in before or after school clubs, or during holiday play schemes in a school setting. Simulation is not permitted.</p> <p>This unit could be assessed through:</p> <ul style="list-style-type: none"> • written tasks • professional discussion • reflective account • direct observation, followed by Q&A where appropriate • witness testimony <p>Relationship to national occupational standards (NOS):</p> <ul style="list-style-type: none"> • TDASTL15 Support children's play

DRAFT

L2PWOP2 Contribute to providing food and drink in the playwork setting (J/650/0587)

Unit summary				
This unit covers the knowledge and competence the learner needs to contribute to providing food and drink in a playwork setting				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	4 credits	30 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to contribute to providing food and drink in a playwork setting	1.1 Outline relevant legal requirements relating to the storage, preparation and serving of food
	1.2 Summarise own organisations policies regarding the provision of healthy and nutritious food and drink
	1.3 Explain the effect of food and hydration on children's play
	1.4 Identify the types of food and drink which are consistent with healthy eating
	1.5 Outline different dietary requirements that some children may have
	1.6 Explain the importance of children participating in the selection, preparation, serving and clearing away of food and drink
	1.7 Outline how food may be used as a play resource and the issues related to this
2. Be able to contribute towards providing food and drink in a playwork setting	2.1 Identify specific dietary requirements needs of children
	2.2 Use organisational guidelines to provide food and drink choices for children
	2.3 Risk assess children's involvement in food and drink preparation
	2.4 Involve children in the processes of preparation, serving and clearing away, if that is what they want
	2.5 Explain how food storage and preparation in own setting meets organisational and legal requirements
	2.6 Be responsive to any child or young person who may need support or assistance with food or drink
	2.7 Encourage and support children's healthy eating

Delivery and assessment guidance
<p>Learning outcome 2 must be assessed in a real work environment (RWE).</p> <p>This unit could be assessed through:</p> <ul style="list-style-type: none"> • learner written tasks • reflective accounts • direct observation followed by Q&A where necessary • planned professional discussion • work products such as risk assessment <p>Relationship to national occupational standards (NOS):</p> <ul style="list-style-type: none"> • SKAPW58 Provide food and drink in the playwork setting

DRAFT

L2PWOP3 Engage with parents, carers and families in the playwork setting (K/650/0588)

Unit summary				
This unit covers the knowledge and skills required to engage with parents, carers and families in the playwork setting. Learners will gain the knowledge and skills needed to establish effective relationships and support parents and carers as well as deal with issues or complaints.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	6 credits	45 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to communicate with parents, carers and families	1.1 Outline the importance of clear communication with parents and carers
	1.2 Describe a range of ways of communicating with parents, carers and families
	1.3 Outline different types of communication barriers that a playworker may experience when working with parents, carers and families
	1.4 Describe strategies to overcome communication difficulties with parents and carers
	1.5 Clarify the importance of listening to parents and carers and understanding their views
	1.6 Describe the importance of confidentiality
	1.7 Describe how to balance the need to respect confidential information about parents and carers with the welfare of the child
2. Understand how to contribute to working relationships with parents and carers	2.1 Explain why good working relationships with parents and carers are important to effective playwork
	2.2 Identify a range of issues affecting parents and carers including social, cultural and economic pressures
	2.3 Identify a range of the needs and expectations that parents and carers may have
	2.4 Explain how to balance the needs and expectations of parents and carers with the agreed procedures and policies of the organisation and the rights of the child
	2.5 Describe typical situations that may cause conflict when working with parents, carers and families
	2.6 Describe how the playworker could deal with conflict with parents, carers and families
	2.7 Outline own organisation's complaints procedure
3. Know how to involve parents and carers in the playwork setting	3.1 Identify types of opportunities parents and carers could become involved with in the playwork setting
	3.2 Describe policies and procedures for involving parents and carers in the playwork setting
4. Be able to communicate with and contribute to working relationships with parents and carers	4.1 Initiate relationships with parents, carers and families in a way that helps them to feel welcome and valued in the playwork setting
	4.2 Hold conversations with parents, carers and families that support effective relationships
	4.3 Demonstrate different types of communication methods with parents, carers and families

Learning outcomes The learner will:	Assessment criteria The learner can:
	4.4 Exchange information with parents and carers in ways that meet their needs and the needs of children
	4.5 Respond positively to suggestions made from parents, carers and families
	4.6 Demonstrate how to follow confidentiality procedures when working with parents and carers
	4.7 Show that parents/carers' diversity and individuality are valued
	4.8 Respond professionally to issues or complaints from parents and carers according to organisational procedures
	4.9 Reflect on own role in relation to working with parents, carers and families
5. Be able to support the involvement of parents and carers in the playwork setting	5.1 Encourage parents and carers to understand the values and policies of the playwork setting and children's freely chosen play
	5.2 Inform parents and carers of the types of opportunities that exist for their involvement in the playwork setting
	5.3 Support parents and carers to become involved in the playwork setting giving them the information they need to do so

Range
4. Be able to communicate with and contribute to working relationships with parents and carers
4.3 Different types of communication methods with parents, carers and families
Could include:
<ul style="list-style-type: none"> • verbal • electronic <ul style="list-style-type: none"> ○ text ○ email ○ group messaging platform • written <ul style="list-style-type: none"> ○ letter ○ newsletter ○ information board/display
The learner must be able to demonstrate a minimum of 2 different types of communication methods.
4.9
Simulation or a case study may be permitted if no naturally occurring evidence arises during the course to the qualification.

Delivery and assessment guidance
Learning outcomes 4 and 5 must be assessed in a real work environment (RWE).
LO3. Know how to involve parents and carers in the playwork setting
Learners should gain an understanding of policies and procedures when involving parents in the playwork setting, such as:

Delivery and assessment guidance

- volunteer induction
- confidentiality
- not being left alone with children
- levels of engagement, emergencies

LO5. Be able to support the involvement of parents and carers in the playwork setting

If no naturally occurring evidence is available, a case study or scenario should be presented to the learner for them to fully demonstrate how they would support the involvement of parents and carers in the playwork setting. The assessor must ensure all assessment criteria are covered in full.

This unit could be assessed through:

- learner written task
- reflective account
- direct observation followed by Q&A, where necessary
- planned professional discussion
- expert witness testimony
- work products that the learner has produced or contributed to, such as: communications with parents, electronic communications, letters, newsletters, information leaflets, notice boards
- simulation (assessment criteria 4.9 only)
- case study/scenario (assessment criteria 4.9, 5.1–5.3 only)

Relationship to national occupational standards (NOS):

- SKAPW55 Contribute to the development and maintenance of relationships with children, young people and others

L2PWOP4 Establish and facilitate playwork in a non-dedicated setting (L/650/0589)

Unit summary				
<p>This unit includes the knowledge and skills required to carry out playwork in a non-dedicated setting. It is about carrying out playwork and supporting play that is freely chosen in shared spaces and settings whose main purpose is not playwork. For example, hospitals specialist centres, outdoors centres or sport and leisure centres.</p> <p>This unit is for playworkers who do not have responsibility for others, but who make a significant contribution to supporting play.</p>				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	6 credits	45 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to carry out playwork in a non-dedicated setting	1.1 Summarise a range of non-dedicated settings where playwork could take place
	1.2 Outline policies and procedures relevant to providing opportunities for play in non-dedicated settings
	1.3 Describe how play can enhance experiences for children in different settings
	1.4 Compare the differences between playwork and play-based activities that may occur in non-dedicated settings
	1.5 Describe potential conflicts that may occur between the play process and other agendas in a non-dedicated setting
	1.6 Explain strategies to resolve conflicts between the play process and other agendas
	1.7 Distinguish between the role of the playworker and other staff working in non-dedicated settings
	1.8 Explain why it is important that children understand that different expectations may be placed on the way they use shared spaces
	1.9 Describe ways to advocate for play and playwork in a non-dedicated setting
2. Be able to prepare a play space within a non-dedicated setting	2.1 Identify areas, resources and equipment that have been agreed with appropriate people in the non-dedicated setting to provide opportunities for play that is freely chosen and self-directed
	2.2 Interact with children to establish their needs and preferences for their play
	2.3 Support children and others to understand where the play space exists
	2.4 Explain to children and others the difference, in terms of expectations, between the play space and other spaces within the non-dedicated setting
	2.5 Demonstrate how to protect the play space that has been created from interventions and interruptions from others
	2.6 Advocate for children's play within a non-dedicated setting
3. Be able to facilitate playwork in a non-dedicated setting	3.1 Form agreements with the children about how the space will be used, in line with the Playwork Principles and the organisation's policies
	3.2 Encourage children to take ownership of and responsibility for the play space created

Learning outcomes	Assessment criteria
The learner will:	The learner can:
	3.3 Respond to any conflict or issues that may arise regarding shared spaces in a way that will maintain professional relationships
	3.4 Gather feedback from children and others about playwork in a non-dedicated setting
	3.5 Reflect on how the needs and preferences of children have been met in a non-dedicated setting

Range
1. Know how to carry out playwork in a non-dedicated setting
<p>3.3 Non-dedicated settings</p> <p>Are those whose purpose is not solely playwork, but one where playwork could occur.</p> <p>For example:</p> <ul style="list-style-type: none"> • educational settings • health settings • leisure settings <p>3.3 Other agendas</p> <p>Are those relevant to the main purpose of the setting.</p> <p>For example:</p> <ul style="list-style-type: none"> • an educational setting's main agenda is curriculum based • a hospital setting's main agenda is health and medical focused • a leisure setting's main agenda could be sport and leisure, instructional or adult-led activities
2. Be able to prepare a play space within a non-dedicated setting
<p>2.3 Others</p> <p>For example:</p> <ul style="list-style-type: none"> • playworkers • other staff • visitors • parents/carers

Delivery and assessment guidance
Learning outcomes 2 and 3 must be assessed in a real work environment (RWE).
This unit could be assessed through:
<ul style="list-style-type: none"> • written task • direct observation (followed by Q&A if required)

Delivery and assessment guidance

- work products that the learner has produced or contributed to, such as: records of agreements, records of conflicts, feedback records
- planned professional discussion
- reflective account
- expert witness testimony

Relationship to national occupational standards (NOS):

- SKAPW63 Establish and facilitate playwork in a non-dedicated setting

L2PWOP5 Prepare and facilitate specific play opportunities (T/650/0590)

Unit summary				
This unit explores the knowledge and skills required to plan, prepare and facilitate specific play opportunities at children's request. This may be a single play opportunity requested by one child or new opportunities requested by several children. Children may or may not choose to be involved in the planning and taking part will always be optional.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	6 credits	45 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of planning and facilitating specific play opportunities at children's request	1.1 Describe reasons for planning specific play opportunities
	1.2 Describe how the playwork principles are upheld in the context of a specific play opportunity
	1.3 Outline the importance of involving children in planning and facilitating specific play opportunities
	1.4 Explain ways to involve children in the planning process
	1.5 Identify the potential barriers children may experience in accessing specific play opportunities
	1.6 Explain how to overcome potential barriers children may experience in accessing specific play opportunities
	1.7 Explain the importance of an inclusive approach when planning and implementing specific play opportunities
	1.8 Explain when a specific play opportunity may not be appropriate
2. Know how to plan and prepare specific play opportunities at children's request	2.1 Explain the importance of plans being based on the needs and preferences of children
	2.2 Describe the planning process when preparing specific play opportunities
	2.3 Explain why gaining approvals for specific play opportunities is required
	2.4 Explain the importance of developing group agreements for specific play opportunities
	2.5 Describe how to work with others to develop group agreements for specific play opportunities
	2.6 Outline why it is important to ensure own physical and emotional competence appropriate to a specific play opportunity
3. Know how to facilitate a specific play opportunity at the request of children	3.1 Explain the process of facilitating specific opportunities in the context of intervention styles
	3.2 Describe how to minimise the impact on the environment when facilitating a specific play opportunity
	3.3 Describe the levels of supervision required for a range of specific play opportunities
4. Be able to plan a specific play opportunity	4.1 Identify ideas for a specific play opportunity appropriate to the playwork setting
	4.2 Involve the children in planning the opportunity if they choose
	4.3 Create a plan for the chosen specific play opportunity
5. Be able to prepare a specific play opportunity	5.1 Select, obtain and safety check resources for the play opportunity
	5.2 Ensure appropriate permissions are gained in relation to the play opportunity

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Be able to implement a specific play opportunity	6.1 Introduce the play opportunity using inclusive methods
	6.2 Involve only those who wish to take part for as long as they wish to take part
	6.3 Take on an appropriate role in the play opportunity, adapting the role if appropriate
	6.4 Adapt the plan to respond to children's individual needs and preferences
	6.5 Reflect on the specific play opportunity in relation to the Playwork Principles

Range
3. Know how to facilitate a specific play opportunity at the request of children
3.3
The learner must describe levels of supervision for a minimum of 3 specific play opportunities.
4. Be able to plan a specific play opportunity
4.3 Plan
Must include:
<ul style="list-style-type: none"> • reasons for undertaking the opportunity • health and safety considerations • children's needs and preferences • inclusion • resources required • permissions required • methods and content • contingencies • monitoring • evaluation
6. Be able to implement a specific play opportunity
6.3 Appropriate role
May include:
<ul style="list-style-type: none"> • observing • leading • taking part • facilitating

Delivery and assessment guidance
Learning outcomes 1 and 2 maybe approached as one task and there may be opportunities for holistic assessment.
The assessor must ensure that all assessment criteria are covered in full when considering cross referencing and a judgement of competency must be recorded.

Delivery and assessment guidance

Learning outcomes 4, 5 and 6 must be assessed in a real work environment (RWE).

This unit could be assessed through:

- written tasks
- planned professional discussion
- direct observation (followed by Q&A where appropriate)
- reflective account
- work products produced by the learner, such as:
 - planning records
 - evidence of permissions
 - risk assessment of specific play opportunity

Relationship to national occupational standards (NOS):

- SKAPW51 Prepare and facilitate specific play opportunities

L2PWOP6 Support children's travel outside the playwork setting (Y/650/0591)

Unit summary				
This unit provides the knowledge and skills the learner needs to support children's travel outside the playwork setting. This may include trips off site or travel to and from the playwork setting. It also covers considerations that should be taken when planning travel arrangements.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	6 credits	45 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand policies and procedures for children's travel outside the playwork setting	1.1 Describe legal requirements and organisation's policies for children's
	1.2 Describe arrangements and preparations that need to be made for different types of journeys off site
	1.3 Outline the importance of providing children and others with up-to-date and accurate information about travel arrangements in good time
	1.4 Identify information that should be collected about children
	1.5 Explain why it is important to ensure the information about children is correct
2. Understand how to support children's travel outside the playwork setting	2.1 Outline the importance of agreed plans being followed
	2.2 Identify issues that might occur when supporting children's travel
	2.3 Describe contingency arrangements appropriate to issues that may arise when children are travelling
	2.4 Describe how to agree ways to keep safe during travel with children
	2.5 Describe feelings and behaviour that children may experience when moving between environments
	2.6 Outline how the playworker could support children's feelings and behaviour about travel
3. Be able to support the arrival and departure of children during travel outside the playwork setting	3.1 Gather information about the children to be dropped off/picked up
	3.2 Communicate arrangements to other staff when relevant
	3.3 Inform children about health, safety and security issues relating to arriving at and leaving the playwork setting
	3.4 Follow organisational procedures during children's arrival and departure
	3.5 Support children's feelings and behaviour about travel
	3.6 Respond to issues that arise during the arrival or departure of children
4. Be able to support children during travel outside the playwork setting	4.1 Support children to follow agreed ways of keeping safe during travel
	4.2 Offer children assistance when required or requested during travel
	4.3 Encourage children to look after their belongings
	4.4 Reflect on supporting children's travel outside the playwork setting

Range
<p>1. Understand policies and procedures for children's travel outside the playwork setting</p>
<p>1.2 Types of journeys:</p> <p>Could include:</p> <ul style="list-style-type: none"> • on foot • on public transport • using a private or hired vehicle <p>1.3 Others:</p> <p>Could include:</p> <ul style="list-style-type: none"> • staff • volunteers or other visitors • parents/carers
<p>2. Be able to support the arrival and departure of children during travel outside the playwork setting</p>
<p>3.4 Organisational procedures</p> <p>Could include:</p> <ul style="list-style-type: none"> • supervising the arrival and departure of children • ratios • checking all children have been accounted for • dealing with any issues when children are arriving or leaving • designated meeting points • consent • risk assessments
Delivery and assessment guidance
<p>Learning outcomes 3 and 4 must be assessed in a real work environment (RWE).</p> <p>This unit could be assessed through:</p> <ul style="list-style-type: none"> • written tasks • direct observation (followed by Q&A as appropriate) • planned professional discussion • reflective account • work products that the learner has produced or contributed to, such as: planning records, risk assessments, consent forms <p>Relationship to national occupational standards (NOS):</p> <ul style="list-style-type: none"> • SKAPW60 Support children when travelling outside the playwork setting • SKAOP15 Arrange and supervise travel

L2PWOP7 Support children with additional needs and disability in a playwork setting (A/650/0592)

Unit summary				
<p>The aim of this unit is to develop a playworker's skills in supporting children with special educational needs and disability (SEND) / additional learning needs (ALN) in a playwork setting. The focus is to build on existing knowledge gained through the mandatory units.</p> <p>It is aimed at playworkers who do not hold full responsibility but make a significant contribution to supporting play. Playworkers may be working or volunteering in a specialist setting, provide 1:1 support in a playwork setting or work alongside others to support children with SEND/ALN (as applicable to home nations).</p>				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	4 credits	30 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to carry out playwork with children with SEND/ALN	1.1 Establish the specific needs and play preferences of children
	1.2 Support children with SEND / ALN to explore the playwork setting
	1.3 Recognise and interpret play cues from children with SEND/ALN
	1.4 Support play around the interests and abilities of individual children with SEND/ALN
	1.5 Support children with SEND/ALN to make choices
	1.6 Adapt resources and the environment to extend play possibilities for children with SEND/ALN
	1.7 Use appropriate interventions to allow a child or young person with SEND/ALN to engage in play that is freely chosen and self-directed
	1.8 Support play to come to an end in a way that is sensitive to children's specific needs
2. Be able to reflect on inclusive play practice	2.1 Review the play provision in relation to inclusion
	2.2 Reflect on inclusive play practice

Delivery and assessment guidance
<p>The aim of this unit is to develop a playworker's skills in supporting children with special educational needs and disability (SEND) / additional learning needs (ALN) in a playwork setting. Delivery and assessment should meet the specific requirements as applicable to home nations.</p> <p>Learning outcomes 1 and 2 must be assessed in a real work environment (RWE).</p> <p>Holistic assessment opportunities:</p> <p>There are opportunities to cross reference learning outcomes 1 and 2 with unit L2PW3 learning outcome 6.</p> <p>The assessor must ensure that all assessment criteria are covered in full when considering cross referencing and a judgement of competency must be recorded.</p>

Delivery and assessment guidance

This unit could be assessed through:

- direct observation (followed by Q&A as appropriate)
- reflective account
- professional discussion

Relationship to national occupational standards (NOS):

- SKAPW57 Contribute to supporting disabled children in the playwork setting
- SCDCCLD0209 Support a child with additional support needs

L2PWOP8 Support outside play (D/650/0593)

Unit summary				
The aim of this unit is to explore the benefits of playing outside to children's holistic health. The role of the playworker will be embedded throughout this unit and any learning outcome beginning with the learner must be able to, requires evidence that is generated from a real playwork setting.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	30 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand benefits of playing outside to a child's holistic health	1.1 Describe how playing outside benefits children
	1.2 Identify barriers to accessing outside plays to play
	1.3 Summarise the benefits of adventure playgrounds for children's holistic health
2. Understand the role of the playworker during outdoor play	2.1 Explain the role of the playworker during outdoor play
	2.2 Reflect on findings of research around the benefits of outdoor play
3. Be able to support play outside	3.1 Reflect on how own playwork setting provides play outside
	3.2 Analyse observational records considering how children play outside
	3.3 Make recommendations to improve own practice in relation to outside play
4. Understand influences on perceptions of children playing outside	4.1 Describe influence of media relating to health, safety and safeguarding on access to playing outside
	4.2 Outline ways the playworker can positively advocate or promote for playing outside
	4.3 Summarise key findings from a study on play outdoors

Range
1. Understand benefits of playing outside to a child's holistic health
1.1 The learner should be able to describe 4 benefits of playing outside for children.

Delivery and assessment guidance
Learning Outcome 3 must be assessed in a real work environment (RWE).
This unit could be assessed through:
<ul style="list-style-type: none"> written task reflection direct observation professional discussion
Relationship to national occupational standards (NOS):
<ul style="list-style-type: none"> SKAPW50 Create playwork settings that support freely chosen self-directed play SKAPW63 Establish and facilitate play in a non-dedicated playwork setting

L2PWOP9 Support children to develop identity and wellbeing (F/650/0594)

Unit summary				
The aim of this unit is to explore how children's identity and sense of wellbeing can be supported through play. This includes supporting children to develop a positive self-image, enhance their self-esteem and improve their self-reliance. Learning outcomes that begin with the learner must be able to require assessment to be derived from a real playwork setting.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 2	3 credits	30 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of self-identity for emotional wellbeing	1.1 Outline factors impacting the development of self-identity
	1.2 Explain the role of self-identity for emotional wellbeing
	1.3 Identify ways self-identity can impact on a child's sense of belonging
2. Understand the role of the playworker with regard to children's developing self-identity	2.1 Explain the importance of a child-centred playwork setting for a child's developing self-identity
	2.2 Reflect on ways of working that support children's developing identity
3. Be able to reflect on practice in a playwork setting	3.1 Consult with children in order to improve ways to support children's identity and wellbeing in a playwork setting
	3.2 Identify recommendations to improve practice
	3.3 Share recommendations for change with team in a playwork setting
4. Understand the relevance of identity for a child's mental health	4.1 Analyse the impact of neglecting the importance of a child's identity for their emotional wellbeing

Delivery and assessment guidance
<p>Learning Outcome 3 must be assessed in a real work environment (RWE).</p> <p>Learners should understand how to support children to identify with and take pride in their own self-image and ethnic, cultural and sexual identity through their play.</p> <p>This unit could be assessed through:</p> <ul style="list-style-type: none"> • portfolio of evidence such as evidence from consulting with children or making recommendations to the playwork team. This could inform reflection or professional discussion • direct observation • reflective account <p>Relationship to national occupational standards (NOS):</p>

Delivery and assessment guidance

- SKAPW68 Contribute to the development and review of policies and procedures relating to the rights of children and young people
- SCDHSC0312 Support children and young people to develop a positive identity and emotional wellbeing

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Recommended assessment methods (CACHE only)

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for the individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your external quality assurer with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the learning outcomes associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that follow this table.

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
A	Direct observation of learner by assessor: <ul style="list-style-type: none"> by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence: <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes

J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes
<p>* Expert witness testimony should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:</p> <ul style="list-style-type: none"> • when assessment may cause distress to an individual, such as supporting a child with a specific need • a rarely occurring situation, such as dealing with an accident or illness • confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance <p>** Simulation. A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

Assessment strategy**Knowledge learning outcomes:**

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills learning outcomes:

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

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Section 3: explanation of terms

This table explains how the terms used at level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between 2 or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points...)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking.)
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) that the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.

Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

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This table explains how the terms used at level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequential or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which...)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between 2 or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions (which...)	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.

Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes that might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific assessment strategies or principles of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the SSC or our assessment requirements for the unit they are assessing or quality assuring.

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Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- qualification fact sheet

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***




Appendix A

Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
	L2PW1	A/650/0574	Understand the playwork principles	2	3	21	
	L2PW2	D/650/0575	Understand the playwork setting	2	3	29	
	L2PW3	F/650/0576	Meeting children's needs in a playwork setting	2	3	26	
	L2PW4	H/650/0577	Child-centred practice in a playwork setting	2	3	26	
	L2PW5	J/650/0578	Understand how to support children with additional needs and disability in a playwork setting	2	3	36	
	L2PW6	K/650/0579	Support relationships in a playwork setting	2	3	24	
	L2PW7	R/650/0580	Support children's play	2	4	26	
	L2PW8	T/650/0581	Supporting health, safety and security in the playwork setting	2	4	35	
	L2PW9	Y/650/0582	Risk benefit for children	2	4	25	

L2PW10	A/650/0583	The safeguarding and welfare of children in a playwork setting	2	4	32	
L2PW11	D/650/0584	Support the work of the playwork team	2	3	21	
L2PW12	F/650/0585	Develop own practice	2	3	21	

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Optional units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
L2PWOP1	H/650/0586	Carry out playwork in a school	2	4	30	
L2PWOP2	J/650/0587	Contribute to providing food and drink in the playwork setting	2	4	30	
L2PWOP3	K/650/0588	Engage with parents, carers and families in the playwork setting	2	6	45	
L2PWOP4	L/650/0589	Establish and facilitate playwork in a non-dedicated setting	3	6	45	
L2PWOP5	T/650/0590	Prepare and facilitate specific play opportunities	3	6	45	
L2PWOP6	Y/650/0591	Support children's travel outside the playwork setting	2	6	45	
L2PWOP7	A/650/0592	Support children with special educational needs and disability in a playwork setting	2	4	30	
L2PWOP8	D/650/0593	Support outside play	2	3	30	
L2PWOP9	F/650/0594	Support children to develop identity and wellbeing	2	3	30	

The units above may be available as stand-alone unit programmes. Please visit our website for further information.