

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 3 Certificate in  
Understanding Playwork  
QN: 610/0644/0**

**NCFE CACHE Level 3 Diploma in Playwork  
QN: 610/0645/2**

## Qualification summary

<b>Qualification title</b>	<b>NCFE CACHE Level 3 Certificate in Understanding Playwork</b>		
<b>Ofqual qualification number (QN)</b>	610/0644/0	<b>Aim reference</b>	61006440
<b>Guided learning hours (GLH)</b>	204	<b>Total qualification time (TQT)</b>	240
<b>Credit value</b>	24		
<b>Nested suite</b>	<p>This Level 3 Certificate in Understanding Playwork is part of a nested suite, including the following qualification:</p> <ul style="list-style-type: none"> <li>Level 3 Diploma in Playwork</li> </ul>		
<b>Minimum age</b>	18		
<b>Qualification purpose</b>	<p>This qualification is designed to provide in-depth information about the role of the level 3 playworker, and the knowledge required to work with children between the ages of 4–16 years.</p> <p>The certificate is nested within the diploma and is mainly knowledge based with a limited amount of practical application.</p> <p>This qualification reflects the national occupational standards (NOS) 2016 and prepares the learner for employment in a playwork setting at level 3.</p>		
<b>Grading</b>	Achieved/not yet achieved		
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.		
<b>Work/industry placement experience</b>	This is a knowledge-only qualification. Work placement experience is not required.		

<b>Qualification title</b>	<b>NCFE CACHE Level 3 Diploma in Playwork</b>		
<b>Ofqual qualification number (QN)</b>	610/0645/2	<b>Aim reference</b>	61006452
<b>Guided learning hours (GLH)</b>	458	<b>Total qualification time (TQT)</b>	530
<b>Credit value</b>	53		
<b>Minimum age</b>	18		
<b>Qualification purpose</b>	<p>This qualification provides in depth information about the role of the level 3 playworker.</p> <p>The diploma covers the knowledge and skills needed when working unsupervised and requires the learner to demonstrate these in the workplace.</p> <p>It is aimed at experienced playworkers who have an appreciation of the playwork principles and practice.</p> <p>This qualification reflects the national occupational standards (NOS) 2016 and confers competence to lead practice in a playwork setting at level 3.</p>		
<b>Grading</b>	Achieved/not yet achieved		
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.		
<b>Work/industry placement experience</b>	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**

### **Level 3 Certificate in Understanding Playwork**

This qualification aims to:

- focus on the study of the role of the playworker
- offer breadth and depth of study, incorporating a key core of knowledge

The objectives of this qualification are to:

- develop knowledge and understanding of the role of the level 3 playworker
- to provide a stepping stone approach to learning with shared units with the diploma to support progression
- designed for those aiming to work or working with children aged 4 to 16 years in a variety of play settings

### **Level 3 Diploma in Playwork**

This qualification aims to:

- focus on the study of the role of the playworker
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- acquire knowledge and understanding of the occupational role of the level 3 playworker in context
- demonstrate competence required for professional practice in the role of the level 3 playworker

## **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

These qualifications are designed for learners who work, or wish to work, with children between the ages of 4 and 16 in play settings.

Learners should be at least 18 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 these qualifications. However, learners may find it helpful if they have already achieved a level 2 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 these qualifications 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 these qualifications

### Level 3 Certificate in Understanding Playwork

To be awarded this qualification, learners are required to successfully achieve **24 credits from the 8** mandatory units.

### Level 3 Diploma in Playwork

To be awarded this qualification, learners are required to successfully achieve **53 credits, 43 credits from the 13** mandatory units and a further **10 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 these qualifications, 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

### Level 3 Certificate in Understanding Playwork

Learners who achieve this qualification could progress to the following:

- employment:
  - before and after school clubs
  - holiday playschemes
  - adventure playgrounds
  - open access play settings
  - play rangers
- further education:
  - NCFE CACHE Level 3 Diploma in Playwork (610/0645/2)

- qualifications in other sectors (for example, youth work)

### **Level 3 Diploma in Playwork**

Learners who achieve this qualification could progress to the following:

- employment:
  - before and after school clubs
  - holiday playschemes
  - adventure playgrounds
  - open access play settings
  - play rangers
- higher education:
  - other higher level qualifications relating to playwork
  - NCFE CACHE Level 5 Diploma in Advanced Playwork (Wales) (Practitioner) (601/5370/2/PRAC)
  - NCFE CACHE Level 5 Diploma in Advanced Playwork (Wales) (Manager) (601/5370/2/MAN)
  - qualifications in other sectors (for example, youth work)

### **Progression to higher level studies**

Level 3 qualifications aim to facilitate progression to higher level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study of work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods

### **Resource requirements**

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

### **Work placement experience**

The Level 3 Certificate in Understanding Playwork does not require a mandatory work placement as this is a knowledge-only qualification.

The Level 3 Diploma in Playwork requires learners to complete a mandatory work placement experience throughout the duration of the qualification, before certification.

### **Age ranges covered by the qualifications**

These qualifications cover the age range of children between the ages of 4 to 16 years.

## How the qualifications are assessed

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

These qualifications are internally assessed and externally quality assured.

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 3 Certificate in Understanding Playwork and the Level 3 Diploma in Playwork.

The Level 3 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 3 learner for each learning outcome.

## Internal assessment

We have created some sample tasks for some of the mandatory 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.

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 these qualifications.

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## **Section 2: unit content and assessment guidance**

This section provides details of the structure and content of these qualifications.

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 these qualifications. This document can be found in section 3.

**L3CD PW1 Understand play and the playwork principles (J/650/0596)**



Unit summary				
This unit covers knowledge of the playwork principles, and an understanding of what play is.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>3 credits</b>	<b>25 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand why children play	1.1 Explain the innate drive for children to play
	1.2 Analyse the necessity for play
	1.3 Explain what is meant by play being a biological, psychological and social necessity
2. Understand what play is	2.1 Describe the following terms: <ul style="list-style-type: none"> <li>• play that is freely chosen</li> <li>• play that is self-directed</li> <li>• intrinsically motivated</li> </ul>
	2.2 Explain the difference between play and adult-led activities
3. Understand where children can play	3.1 Use examples to identify different environments where play takes place
4. Understand the purpose of the playwork principles	4.1 Explain the playwork principles
	4.2 Explain how the playwork principles are essential to playwork practice

Delivery and assessment guidance
<p><b>3.1</b> The learner must be able to identify, using examples, a minimum of 5 different environments.</p> <p><b>4.1</b> The learner should be able to explain the playwork principles in their own words and summarise their purpose.</p> <p>This unit could be assessed through:</p> <ul style="list-style-type: none"> <li>• written task</li> <li>• professional discussion</li> <li>• reflection</li> </ul> <p>Relationship to national occupational standards (NOS):</p> <ul style="list-style-type: none"> <li>• SKAPW50: Create playwork settings that support freely chosen self-directed play</li> </ul>

**L3CD PW2 Creating supporting environments for children’s play (K/650/0597)**



Unit summary				
This unit covers the knowledge, understanding and some elements of practice that a playworker requires to understand playwork in practice. It provides playworkers with an understanding of the play setting and how to support play that is freely chosen and self-directed, play theories, interventions and the importance of risk and challenge in play.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>4 credits</b>	<b>36 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand where playwork can take place	1.1 Describe different settings where playwork can take place
2. Understand play rich environments	2.1 Describe the aspects of the playwork curriculum and their impact on <b>play rich environments</b>
	2.2 Describe how technology or the virtual world may benefit a play rich environment
	2.3 Evaluate how the theories of compound flexibility and loose parts have a positive impact on a play rich environment
3. Understand the importance of collecting information on children’s play	3.1 Explain the importance of observation in understanding children’s play
	3.2 Explain why it is important to collect <b>information</b> in order to understand children’s play needs and preferences
4. Understand the play cycle	4.1 Explain the individual stages of the play cycle and how these can be observed in practice
	4.2 Describe the different play types
	4.3 Explain how children benefit from a range of play types
5. Understand how to provide play spaces	5.1 Describe different <b>play spaces</b> and how to provide for these
	5.2 Give examples of inter-connected play spaces
	5.3 Explain how to support children in the creation of play spaces
6. Understand how to support children’s self-directed play	6.1 Explain why it is important for children to choose and explore play spaces for themselves
	6.2 Describe how to empower children to change their play space to meet their play needs and preferences
	6.3 Explain the importance of <b>appropriate playwork intervention</b>
7. Understand the importance of risk and challenge in play	7.1 Explain the benefits of risk, stimulation and challenge during children’s play
	7.2 Explain the terms: <ul style="list-style-type: none"> <li>• risk benefit assessment</li> <li>• dynamic risk benefit assessment</li> </ul>
	7.3 Describe how a playworker can support children to manage risk for themselves

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
8. Be able to reflect on children's play	8.1 Reflect on observations of children's play to consider: <ul style="list-style-type: none"> <li>• range of play types</li> <li>• examples of the play cycle</li> <li>• children managing risk themselves</li> </ul>

<b>Range</b>
2. Understand rich play environments
<b>2.1 Play rich environment:</b>  A rich play environment is varied and has many possibilities and opportunities, enabling children to make choices in creating and extending their own play. This could be any indoor or outdoor play and may include local play areas.
3. Understand the importance of collecting information on children's play
<b>3.2 Information:</b>  For example, information may be collected by: <ul style="list-style-type: none"> <li>• observing children's play</li> <li>• feedback from children</li> <li>• evaluating the setting</li> <li>• children's records</li> <li>• information gathered from parents/carers or staff</li> </ul>
5. Understand how to provide play spaces
<b>5.1 Play spaces:</b>  Must include: <ul style="list-style-type: none"> <li>• physical</li> <li>• transient</li> <li>• affective</li> <li>• permanent</li> </ul> Learners should be guided to understand how to create different play spaces, the benefits of each of the play spaces and the types of experiences children can gain from each play space.
6. Understand how to support children's self-directed play
<b>6.3 Appropriate playwork intervention:</b>  Learners must have an appreciation of: <ul style="list-style-type: none"> <li>• Bob Hughes' 16 types of play (1996)</li> <li>• levels of intervention</li> <li>• intervention styles</li> <li>• The Colorado Paper (Sturrock and Else, 1998)</li> </ul>

### Delivery and assessment guidance

**8.1** The preferred method is the learner's observation of children's play, however, the use of video case study to observe children's play may be used if necessary, as a method to identify play types, the play cycle and adult intervention since this learning outcome is about reflection.

This unit could be assessed through:

- written task
- professional discussion
- reflection
- observations of children's play (learners must ensure children cannot be identified from the observation reports)

Relationship to national occupational standards (NOS):

- SKAPW50: Create playwork settings that support freely chosen self-directed play
- SKAPW52: Contribute to undertaking risk assessments in the playwork setting

**L3CD PW3 Understand how to support the safeguarding of children in the playwork setting (L/650/0598)**



Unit summary				
This unit provides the knowledge and understanding required to support the safeguarding of children in the playwork setting. It includes supporting children's wellbeing and safety online.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>4 credits</b>	<b>36 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the main legislation, guidelines, policies and procedures for safeguarding children	1.1 Outline current <b>legislation</b> , guidelines and policies affecting the safeguarding of children
	1.2 Explain the responsibilities of the playworker in relation to policies and procedures and guidance for safeguarding children's welfare, including: <ul style="list-style-type: none"> <li>• reporting/dealing with disclosure</li> <li>• child protection and promoting children's welfare</li> <li>• confidentiality and information sharing</li> <li>• security</li> <li>• use of technology</li> <li>• whistleblowing</li> <li>• bullying</li> </ul>
	1.3 Outline the features of a safe practice code for protecting members of the playwork team and volunteers
	1.4 Analyse how national and local guidelines, policies and procedures for safeguarding affect <b>day to day</b> work with children
	1.5 Explain when and why enquiries and serious case reviews/child practice reviews are required and how the sharing of the findings informs practice
2. Understand the importance of working in partnership with other organisations to safeguard children	2.1 Explain the importance of safeguarding children inside and outside of the setting
	2.2 Explain what is meant by partnership working in the context of safeguarding
	2.3 Describe the roles and responsibilities of <b>different organisations</b> that may be involved when a child is at risk from or discloses abuse

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
3. Understand different forms of abuse that can affect children in a playwork context	3.1 Describe factors that may contribute to a child being more vulnerable to abuse
	3.2 Describe possible signs, symptoms, indicators and behaviours of different <b>types of abuse</b>
	3.3 Describe impact of abuse on children's play
	3.4 Describe the actions to take when abuse of a child is suspected or alleged in line with policies and procedures of own setting
	3.5 Explain the rights that children and their <b>carers</b> have in situations where abuse is suspected or alleged
4. Understand how to respond when bullying is suspected or alleged	4.1 Explain different types of <b>bullying</b> and the potential effects on children
	4.2 Explain how to support a child and/or their family when bullying is suspected or alleged
5. Understand how to work with children to support their safety and wellbeing	5.1 Explain why it is important to work with the child to ensure they have strategies to protect themselves and make decisions about their safety
	5.2 Describe how to support children to recognise when the behaviour towards them from another child, young person or adult is inappropriate
	5.3 Explain ways of empowering children to make positive and informed choices that support their wellbeing and safety
6. Understand the importance of e-safety for children	6.1 Identify different ways a child may use technology or the virtual world in their play
	6.2 Explain the risks and possible consequences for children of being online and the use of <b>electronic communications</b>
	6.3 Describe approaches a playworker could use to support children to reduce risks from being online
	6.4 Identify current sources of information and support relating to e-safety

Range
1. Understand the main legislation, guidelines, policies, and procedures for safeguarding children
<p><b>1.1 Legislation:</b></p> <p>Learners should know about legislation within home nation.</p> <p><b>1.4 Day to day:</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• playwork practice</li> <li>• child protection</li> <li>• risk assessment</li> <li>• ensuring the voice of the child or young person is heard (for example, providing advocacy services)</li> <li>• supporting children and others who may be expressing concerns</li> </ul>



<b>Range</b>
<p><b>2.</b> Understand the importance of working in partnership with other organisations to safeguard children</p>
<p><b>2.2 Different organisations:</b></p> <p>Examples may include, but are not limited to:</p> <ul style="list-style-type: none"><li>• social services</li><li>• charities and children's services, such as:<ul style="list-style-type: none"><li>○ National Society for the Prevention of Cruelty to Children (NSPCC)</li><li>○ Childline</li></ul></li><li>• GP</li><li>• probation</li><li>• police</li><li>• school</li></ul>
<p><b>3.</b> Understand about different forms of abuse that can affect children in a playwork context</p>
<p><b>3.2 Types of abuse:</b></p> <p>Learners must gain an understanding of safeguarding children between the ages of 4 to 16 years, and an awareness of types of abuse that may be experienced within this age range.</p> <p>Delivery must raise awareness of the following types of abuse:</p> <ul style="list-style-type: none"><li>• physical</li><li>• emotional</li><li>• sexual</li><li>• neglect</li><li>• domestic</li><li>• child exploitation</li><li>• peer on peer</li><li>• female genital mutilation (FGM)</li><li>• fabricated and induced illness</li><li>• extremism and radicalisation</li></ul> <p>When considering this assessment criteria, an appreciation of the United Nations Convention on the Rights of the Child (UNCRC) must be considered.</p> <p><b>3.4 Carers:</b></p> <p>Carers refers to those in a formal or legal capacity as well as other care giving roles, such as grandparents or childminders.</p>

Range
<b>4. Understand how to respond when bullying is suspected or alleged</b>
<b>4.1 Bullying:</b>  For example: <ul style="list-style-type: none"><li>• physical:<ul style="list-style-type: none"><li>○ pushing</li><li>○ kicking</li><li>○ hitting</li><li>○ pinching</li><li>○ other forms of violence or threats</li></ul></li><li>• verbal:<ul style="list-style-type: none"><li>○ name-calling</li><li>○ insults</li><li>○ sarcasm</li><li>○ spreading rumours</li><li>○ persistent teasing</li></ul></li><li>• emotional:<ul style="list-style-type: none"><li>○ excluding</li><li>○ tormenting</li><li>○ ridicule</li><li>○ humiliation</li></ul></li><li>• cyber bullying</li><li>• to deliberately use technology, particularly mobile phones and the internet, to send messages of an intimidating or threatening nature</li><li>• specific types of bullying which can relate to all the above, such as:<ul style="list-style-type: none"><li>○ homophobic or gender based</li><li>○ racist</li><li>○ relating to special educational needs and disabilities</li></ul></li></ul>
<b>6. Understand the importance of e-safety for children</b>
<b>6.1 Electronic communications:</b>  For example: <ul style="list-style-type: none"><li>• internet</li><li>• smart devices</li><li>• handheld devices</li><li>• mobile phones</li><li>• social media</li><li>• social networking</li><li>• online gaming</li></ul>

### Delivery and assessment guidance

**2.1** To include data protection and information sharing.

**3.3** Describe the actions to take where harm or abuse of a child is suspected or alleged in line with policies and procedures of own setting.

LO6: During the delivery of this LO, it would benefit the learner to have an awareness of different online platforms that children might access.

This unit could be assessed through:

- written tasks
- professional discussion

Relationship to national occupational standards (NOS):

- SKAPW53: Contribute to the health, safety and wellbeing of children and young people in the playwork setting
- SKAPW54: Identify safeguarding concerns relating to children and young people in the playwork setting

**L3CD PW4 Understand organisational frameworks to protect the rights of children  
 (R/650/0616)**



Unit summary				
This unit covers the knowledge that a playworker needs to understand children's rights and how these rights are upheld in the playwork setting.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>3 credits</b>	<b>25 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the rights of the child	1.1 Explain the relevance of United Nations Convention on the Rights of the Child (UNCRC)
	1.2 Outline articles that are most relevant to playwork, giving reasons why
	1.3 Explain <b>General comment No. 17</b> and its importance to playwork
2. Understand how to contribute to policies and procedures that reflect children's rights	2.1 Explain how playwork organisations seek to uphold the <b>rights</b> of all children
	2.2 Evaluate policies and procedures in relation to the rights of the child
	2.3 Explain the importance of the play setting having policies and procedures that reflect the rights of the child, including a play policy
	2.4 Explain how to promote children's rights in the play setting
	2.5 Evaluate a play policy in relation to supporting children's right to play and General comment No. 17
3. Understand how to maintain policies and procedures that reflect children's rights	3.1 Explain how to ensure that policies and procedures are put into practice
	3.2 Explain the importance of reviewing policies and procedures

Range
1. Understand the rights of the child
<b>1.3 General comment No. 17:</b>  The UNCRC adopted General comment No. 17 to clarify for governments worldwide the meaning and importance of article 31 of the convention on the rights of the child. This document seeks to enhance understanding of children's right to rest and play.
2. Understand how to contribute to policies and procedures that reflect children's rights
<b>2.1 Rights:</b>  Must include:
<ul style="list-style-type: none"> <li>• play and social activities</li> <li>• for care and safety</li> <li>• for emotional wellbeing</li> </ul>

### Range

- for inclusion
- for acknowledgement of identity
- for information
- for consultation and decision making

### Delivery and assessment guidance

LO2: Learners must evaluate own setting's play policy. If the setting does not have a play policy, then a sample policy could be provided for evaluation. This might inform reflection which could provide beneficial evidence across other units. It would also benefit the learner's understanding to raise awareness of their home nation's national play policy. A classroom activity could be to write a play policy to extend learning.

This unit could be assessed through:

- written task
- professional discussion

Relationship to national occupational standards (NOS):

- SKAPW53: Contribute to the health, safety and wellbeing of children and young people in the playwork setting
- SKAPW54: Identify safeguarding concerns relating to children and young people in the playwork setting
- SKAPW50: Create playwork settings that support freely chosen self-directed play
- SKAPW57: Contribute to supporting disabled children and young people in the playwork setting

**L3CD PW5 Understand play and wellbeing (M/650/0599)**



Unit summary				
This unit provides knowledge required for the playworker's understanding of children's mental health and wellbeing.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>3 credits</b>	<b>25 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the role of play for holistic development and wellbeing	1.1 Analyse how play contributes to children's holistic development and wellbeing
2. Understand factors that impact how children feel	2.1 Identify factors that may impact how children feel
	2.2 Analyse how a child's feelings and emotions could impact on their actions
	2.3 Explain how play can support children to express feelings and emotions
3. Understand the role of play for regulation	3.1 Explain how play can support children to self-regulate
	3.2 Describe ways that a play setting can provide nurturing experiences for self-regulation in children
4. Understand the factors affecting children's mental health and wellbeing	4.1 Summarise types of factors that may affect children's mental health and wellbeing
	4.2 Explain the meaning of adverse childhood experiences (ACEs) and how this may influence children throughout their lives
	4.3 Explain the role of trauma informed practice
5. Understand the impact of transitions on children	5.1 Describe key transitions that all children experience
	5.2 Describe transitions that some children may experience
	5.3 Describe how transitions may influence how children play
6. Understand the role of playwork in supporting children's mental health and wellbeing	6.1 Explain how play helps children to develop their: <ul style="list-style-type: none"> <li>• resilience</li> <li>• self-esteem</li> <li>• self-confidence</li> </ul>
	6.2 Reflect on how playwork can support children to build resilience, confidence and self-esteem

### Delivery and assessment guidance

**2.2 and 5.3** May present holistic assessment opportunities. The assessor must ensure all assessment criteria are met in full when considering cross referencing and a judgement must be recorded.

**4.2** May present opportunities for holistic assessment within AC 3.4 of unit L3CD PW6 Understand relationships in the playwork setting (D/650/0600). The assessor must ensure all assessment criteria are covered in full when considering cross referencing and a judgement of competency must be recorded.

This unit could be assessed through:

- written task
- professional discussion
- reflection

Relationship to national occupational standards (NOS):

- SKAPW54: Identify safeguarding concerns relating to children and young people in the playwork setting
- SKAPW55: Contribute to the development and maintenance of relationships with children, young people and others in the playwork setting

**L3CD PW6 Understand relationships in the playwork setting (D/650/0600)**



Unit summary				
This unit covers the knowledge and understanding that a playworker needs to build relationships with children, between children and with other adults, including parents, and those involved in the care of children. The playworker will also learn how to support children to establish and maintain relationships with other children and adults.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>3 credits</b>	<b>25 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to develop relationships with children	1.1 Describe different strategies for helping all children to feel welcome and valued in the playwork setting
	1.2 Explain 'appropriate' and 'inappropriate' words and interactions when a playworker engages with children
	1.3 Explain why it is important to involve children in decision making
	1.4 Evaluate different ways to involve children in decision making
2. Understand how to support communication with children	2.1 Explain the importance of active listening and clear communication with children
	2.2 Explain why it is important for children to be able to ask questions, offer ideas and make suggestions about the playwork setting
	2.3 Describe different communication methods a playworker could use that is appropriate to a child's individual needs or abilities
3. Understand how to support children in developing relationships with others	3.1 Use examples to show how children can be supported in understanding the value and importance of positive relationships
	3.2 Explain why it is important for children to be able to deal with conflict themselves
	3.3 Explain the types of support a playworker might need to give to help children deal with conflict themselves
	3.4 Explain how childhood experiences may impact on children's relationships with others
4. Understand how to communicate with adults	4.1. Explain why it is important to have positive relationships with <b>adults</b> in the playwork setting
	4.2 Explain the importance of clear communication with adults in the playwork setting
	4.3 Summarise different strategies that the playworker can use to communicate with adults who have communication difficulties
	4.4. Outline types of situations that might lead to conflict between playworkers and other adults and how you might respond to them



### Range

#### 4. Understand how to communicate with adults

##### 4.1 Adults:

For example:

- playwork team and volunteers
- other staff in the setting
- parents/carers and those in care giving roles
- members of the community
- external professionals

The learner must consider communication with a minimum of 2 different types of adults when attempting this assessment criteria.

### Delivery and assessment guidance

**3.4** May present opportunities for holistic assessment within AC 4.2 of unit L3CD PW5 Understand play and wellbeing (M/650/0599).

The assessor must ensure all AC's are covered in full when considering cross referencing and a judgement of competency must be recorded.

This unit could be assessed through:

- written task
- professional discussion

Relationship to national occupational standards (NOS):

- SKAPW55: Contribute to the development and maintenance of relationships with children, young people and others in the playwork setting
- SKAPW77: Develop and enhance relationships in the playwork setting

**L3CD PW7 Understand health, safety and security in the playwork setting (F/650/0601)**



Unit summary				
This unit covers the knowledge and understanding required to maintain health and safety in the playwork setting, including how to deal with accidents, illnesses and emergencies.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>2 credits</b>	<b>16 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the legislative requirements and guidance for health, safety and security in the playwork setting	1.1 Summarise the <b>statutory and regulatory requirements</b> for health, safety and security that apply in a playwork context
2. Understand health, safety and security policies and procedures in a playwork setting	2.1 Explain <b>policies and procedures</b> for health, safety and security that apply in a playwork context
	2.2 Explain the procedures for <b>safety checking</b> in the playwork setting
	2.3 Outline how children's development stage and ability can affect health, safety and security arrangements in a playwork setting
3. Understand hazards in a playwork setting	3.1 Identify different <b>hazards</b> that may occur in a playwork setting
	3.2 Describe how to assess and respond to hazards that may occur in a playwork setting
	3.3 Explain the actions a playworker should take if a hazard cannot be removed
	3.4 Explain the difference between health and safety checks and risk benefit assessment
4. Understand how to respond to accidents and other emergencies in a playwork setting	4.1 Explain how to respond to a range of accidents and injuries
	4.2 Explain the emergency procedures for: <ul style="list-style-type: none"> <li>• fire</li> <li>• missing children</li> <li>• evacuation</li> <li>• security incident</li> <li>• medical emergency</li> </ul>
	4.3 Explain the procedures to follow to report and record accidents and emergencies
5. Understand how to respond to illnesses and allergies in a playwork setting	5.1 Describe the signs and symptoms of common types of childhood illnesses and allergies that a playworker could encounter
	5.2 Explain appropriate responses to a range of common childhood illnesses and allergies
	5.3 Explain record keeping and reporting procedures when responding to illnesses and allergies in a playwork setting

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
6. Understand hygiene practice in a playwork setting	6.1 Explain good practice in relation to: <ul style="list-style-type: none"> <li>• cross infection</li> <li>• food handling</li> <li>• disposal of waste</li> <li>• blood borne or infectious disease</li> </ul>

<b>Range</b>
1. Understand the legislative requirements and guidance for health, safety and security in the playwork setting
<p><b>1.1 Statutory and regulatory requirements</b></p> <p>Learners should have an understanding of the statutory and regulatory requirements, for example:</p> <ul style="list-style-type: none"> <li>• manual handling</li> <li>• fire evacuation</li> <li>• legionella</li> <li>• control of substances hazardous to health (COSHH)</li> <li>• reporting of injuries, diseases, and dangerous occurrences regulations (RIDDOR)</li> <li>• food safety</li> <li>• lock down/lock in</li> <li>• evacuation</li> </ul>
2. Understand health, safety and security policies and procedures in a playwork setting
<p><b>2.1 Policies and procedures:</b></p> <p>Must include:</p> <ul style="list-style-type: none"> <li>• reverse fire drill</li> <li>• fire drill</li> <li>• intruder</li> <li>• lock down</li> </ul> <p><b>2.3 Safety checking, which must include:</b></p> <ul style="list-style-type: none"> <li>• safety checks for the facilities and equipment</li> <li>• hygiene of the toilets and washing areas</li> <li>• movement of children from one space to another</li> <li>• children's arrival and departure</li> <li>• storage and administration of medicines</li> </ul>

<b>Range</b>
<b>3. Understand hazards in a playwork setting</b>
<b>3.1 Hazards:</b>  Learners must be able to give a minimum of 6 examples of hazards across the following categories: <ul style="list-style-type: none"><li>• physical</li><li>• environmental</li><li>• play and behavioural</li><li>• security</li><li>• hygiene</li></ul>
<b>Delivery and assessment guidance</b>
LO2: It would benefit the learners to have an understanding of the reasons for using different types of formal written risk assessments and how to complete them.  For example: <ul style="list-style-type: none"><li>• legionella</li><li>• fire</li><li>• first aid</li><li>• allergies</li><li>• medical conditions</li><li>• pregnant member of staff</li></ul> <b>2.1 and 4.2</b> May present opportunities for holistic assessment. The assessor must ensure that all AC are covered in full when considering cross referencing and a judgement of competence clearly recorded.  This unit could be assessed through: <ul style="list-style-type: none"><li>• written task</li><li>• professional discussion</li></ul> Relationship to national occupational standards (NOS): <ul style="list-style-type: none"><li>• SKAPW53: Contribute to the health, safety and wellbeing of children and young people in the playwork setting</li></ul>

**L3CD PW8 Engage in professional development and reflective practice (H/650/0602)**

<b>Unit summary</b>				
This unit considers professional development and reflective practice which are both fundamental to the role of the playworker and organisational practice.				
<b>Assessment</b>				
This unit is internally assessed, via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>2 credits</b>	<b>16 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Understand how reflection contributes to own professional development	1.1 Explain the importance of reflective practice for playwork
	1.2 Explain how reflective practice relates to the playwork principles
	1.3 Explain how observations of play and feedback from children and adults can be used to prepare for playwork practice
	1.4 Explain how personal values, belief systems and experiences could affect working practice
2. Understand how reflection improves organisational practice	2.1 Explain how reflection supports the development of playwork practice within the setting
3. Be able to develop a plan for professional development	3.1 Identify any knowledge or skills gaps that require professional development to meet current or future needs for playwork practice
	3.2 Identify sources of support for planning and reviewing own development
	3.3 Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities
	3.4 Use feedback to evaluate own performance and inform development plans
	3.5 Produce a plan for professional development
4. Be able to use learning opportunities to contribute to professional development	4.1 Identify different training and professional development opportunities
	4.2 Undertake continuing professional development (CPD) that is relevant to own goals and targets
	4.3 Demonstrate how to record progress in relation to professional development
	4.4 Reflect on professional development activities

### Delivery and assessment guidance

LO3 and 4: Learners not in a placement or employment in a playwork setting may achieve these LO's by working with an appropriate person to consider professional development (for example, this could be a tutor, assessor or mentor).

Learners should be encouraged to consider their own development needs and CPD opportunities before working with an appropriate person to devise their development plan.

There are opportunities to approach reflection as a holistic task covering several AC's. The assessor must ensure all AC's are met in full when considering cross referencing and a judgement of competency recorded.

This unit could be assessed through:

- written tasks
- professional discussion, supplemented by work products as necessary
- work products, such as:
  - minutes from one-to-one meetings
  - annual appraisal documentation
  - personal skills scan
  - CPD records
  - development plans completed with others
  - feedback from children and others
  - training records and CPD certificates
  - reflective account

Relationship to national occupational standards (NOS):

- SKAPW61: Evaluate to improve your own practice and the work of your playwork team
- SKAPW84: Plan and implement your professional development in playwork

**L3D PW9 Contribute to organisational frameworks to respond to all children’s needs and preferences (J/650/0603)**

Unit summary				
This unit assesses the competence a playworker needs to ensure the organisational framework of the playwork setting meets the needs and preferences of all children. It also requires a demonstration of promoting the value of play.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>5 credits</b>	<b>46 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to identify children’s needs and preferences	1.1 Identify children’s needs and preferences using <b>different methods</b>
	1.2 Demonstrate how the information gathered is used to respond to children’s needs and preferences
	1.3 Reflect on playwork practice in relation to meeting children’s needs and preferences
2. Be able to contribute to procedures that reflect children’s needs and preferences	2.1 Analyse organisational frameworks to ensure children’s needs and preferences are met
	2.2 Contribute to improving organisational procedures in relation to meeting children’s needs and preferences
	2.3 Reflect on how own setting meets children’s needs and preferences
3. Be able to promote the value of play to others	3.1 Demonstrate how to promote the value of play to <b>others</b>

Range
1. Be able to identify children’s needs and preferences
<b>1.1 Different methods:</b> Learners must be able identify children’s needs and preferences using different methods. These could be:
<ul style="list-style-type: none"> <li>• observations</li> <li>• child-led interactions</li> <li>• other non-intrusive methodologies</li> </ul>
3. Be able to promote the value of play to others
<b>3.1 Others:</b> Refers to:
<ul style="list-style-type: none"> <li>• other staff</li> <li>• parents/carers or families</li> <li>• external visitors</li> <li>• other professionals</li> <li>• the local community</li> </ul>

### Delivery and assessment guidance

LO1, 2 and 3 must be assessed in a real work environment (RWE).

This unit could be assessed through:

- direct observation
- work products, for example:
  - minutes of team meetings that demonstrate how the learner has contributed towards improving procedures
  - analysis of children's suggestion box ideas
  - annotation of policies with additional narrative that explains how the setting meets the needs and preferences of the children
  - work products can be useful to supplement a professional discussion
- professional discussion
- reflection

Relationship to national occupational standards (NOS):

- SKAPW55: Contribute to the development and maintenance of relationships with children, young people and others in the playwork setting
- SKAPW68: Contribute to the development and review of policies and procedures relating to the rights of children and young people
- SKAPW75: Develop and review policies and procedures relating to the rights of children and young people



**L3D PW10 Maintain healthy, safe and secure environments in playwork (K/650/0604)**

Unit summary				
This unit assesses the competence a playworker needs to develop and maintain a healthy, safe and secure playwork setting for children.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>2 credits</b>	<b>16 GLH</b>

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
1. Be able to establish a healthy, safe and secure playwork setting	1.1 Demonstrate how all children and adults using the play setting have access to information about health, safety and security
	1.2 Review health, safety and security procedures in line with changing circumstances and requirements and make suggestions for improvements
	1.3 Maintain records relevant to health, safety and security procedures
2. Be able to carry out risk benefit assessment in the playwork setting	2.1 Contribute to written risk benefit assessments
	2.2 Demonstrate use of a dynamic risk benefit assessment
	2.3 Reflect on own use of a dynamic risk benefit assessment
3. Be able to follow procedures for accidents, injuries, illnesses and other emergencies	3.1 Follow the playwork setting's procedures to deal with accidents, injuries, signs of illness and other emergencies
	3.2 Follow the legal requirements and play setting's procedures for recording and reporting accidents, illnesses, injuries, signs of illness and other emergencies

Delivery and assessment guidance
<p>LOs 1, 2 and 3 must be assessed in a real work environment (RWE).</p> <p>Simulation may be used for elements of LO3 that do not naturally occur during the duration of the qualification.</p> <p><b>1.3 and 3.2</b> may present holistic assessment opportunities in part in relation to recording, reporting and record keeping.</p> <p>The assessor must record a judgement of competency when considering cross referencing.</p> <p>This unit could be assessed through:</p> <ul style="list-style-type: none"> <li>• direct observation</li> <li>• work products, such as:                             <ul style="list-style-type: none"> <li>○ risk assessments</li> <li>○ accident forms</li> <li>○ fire evacuation records</li> </ul> </li> </ul>

### Delivery and assessment guidance

- daily safety check records
- incident reports
- health, safety and security
- notices or information
- reflective account
- expert witness account
- professional discussion around practice supplemented with work products where applicable

Note: All work products must be authentic and completed by the learner

Relationship to national occupational standards (NOS):

- SKAPW53: Contribute to the health, safety and wellbeing of children and young people in the playwork setting
- SKAPW67: Contribute to the running of a playwork setting

### L3D PW11 Develop and promote relationships in the playwork setting (L/650/0605)

Unit summary				
This unit assesses the competence a playworker needs to develop and promote working relationships with children and adults in a playwork setting.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>5 credits</b>	<b>46 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to develop relationships with children in a playwork setting	1.1 Interact with children in a way that helps them feel welcome and valued in the playwork setting
	1.2 Support children to be involved in decision making, if they choose to
	1.3 Interact with individual children in a way that respects them and the group as a whole
2. Be able to communicate with children in a playwork setting	2.1 <b>Communicate</b> with children in a way that responds to their individual needs and abilities
	2.2 Ask children relevant questions to clarify and confirm points
	2.3 Encourage children to ask questions, offer ideas and make suggestions
3. Be able to support children in developing relationships in the playwork setting	3.1 Encourage children to develop agreements about ways of behaving and how these will be put into effect
	3.2 Support children in understanding other people's feelings
	3.3 Support children who have been upset by others
	3.4 Support children to resolve conflict themselves
4. Be able to communicate with adults in the playwork setting	4.1 Communicate and interact with <b>adults</b> in a way that is appropriate to them
	4.2 Respond to adults' requests for information accurately within agreed boundaries of confidentiality
	4.3 Actively listen to adults, asking questions and clarifying points when necessary
	4.4 Handle <b>disagreements</b> with adults in a way that will maintain positive working relationships
5. Be able to reflect on relationships in the playwork setting	5.1 Reflect on relationships in the playwork setting and how practice considers the child's voice

Range
2. Be able to communicate with children in a playwork setting
<b>2.1 Communicate:</b>
Communication could include active listening, verbal communication, body language or gestures to suit the individual child's needs or abilities.

<b>Range</b>
<b>4. Be able to communicate with adults in the playwork setting</b>
<b>4.1 Adults:</b>  For example: <ul style="list-style-type: none"><li>• parents/carers</li><li>• playwork team</li><li>• visitors</li><li>• wider team</li></ul> Learners should be able to show respect for all adults' individuality, needs and preferences on a consistent basis. They should also be able to adapt communication styles to meet the needs of others.
<b>4.4 Disagreements:</b>  For example: <ul style="list-style-type: none"><li>• complaints</li><li>• miscommunications or minor disagreements</li></ul> Learners should have an appreciation of their own setting's complaints policy.

<b>Delivery and assessment guidance</b>
LOs 1, 2, 3 and 4 must be assessed in a real work environment (RWE).  If no naturally occurring evidence presents itself during the duration of the qualification, simulation or case studies may be used to demonstrate competence for AC 4.4.  <b>5.1</b> Learners should be able to consider relationships with children or other adults in the playwork setting and thought should be given to what is working well, challenges in relationships, what could be changed and how children are listened to.  This unit could be assessed through: <ul style="list-style-type: none"><li>• direct observation</li><li>• reflective account</li><li>• simulation/case study (4.4 only)</li></ul> Relationship to national occupational standards (NOS): <ul style="list-style-type: none"><li>• SKAPW55: Contribute to the development and maintenance of relationships with children, young people and others in the playwork setting</li></ul>

**L3D PW12 Prepare for and support children’s play (M/650/0606)**

Unit summary				
This unit assesses the competence a playworker needs to prepare for and support children’s play, including risk taking in their play.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>4 credits</b>	<b>36 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to analyse information on children’s play needs and preferences	1.1 Analyse <b>information</b> collected through observations, interactions and other non-intrusive methodologies to reflect on children’s play needs and preferences
2. Be able to plan for children’s play	2.1 Plan resources for the following play spaces to meet the play needs of children and can be adapted by them to meet new needs: <ul style="list-style-type: none"> <li>• physical</li> <li>• affective</li> <li>• transient</li> <li>• permanent</li> </ul>
	2.2 Reflect on how own playwork setting provides for a range of different play types
3. Be able to prepare play spaces for children’s play	3.1 Collect and make resources available to children
	3.2 Support children in the creation of spaces in which they can play
	3.3 Ensure play spaces are accessible for all the children who wish to take part
4. Be able to support children’s play	4.1 Encourage children to choose and explore a range of play spaces for themselves
	4.2 Provide support to children in their exploration of play spaces
	4.3 Enable play to occur uninterrupted
	4.4 Leave the content and intent of play to the children
	4.5 Respond to play cues
	4.6 Support children in bringing play to an end when appropriate
5. Be able to support children to risk take during play	5.1 Enable children to experience and assess risk taking during play
	5.2 Identify and respond to the following types of risk when they occur: <ul style="list-style-type: none"> <li>• physical</li> <li>• emotional</li> <li>• behavioural</li> <li>• environmental</li> </ul>
	5.3 Raise children’s awareness of hazards
	5.4 Intervene in play only when the level of risk becomes unacceptable

<b>Range</b>
<b>1.</b> Be able to analyse information on children's play needs and preferences
<b>1.1 Information:</b>  For example: <ul style="list-style-type: none"><li>• observing children at play</li><li>• interacting with children</li><li>• gathering feedback from children</li><li>• information provided by parents/carers or other staff</li></ul> Learners must gather information by a minimum of 2 different methods

<b>Delivery and assessment guidance</b>
LOs 1, 2, 3, 4 and 5 must be assessed in a real work environment (RWE).  This unit could be assessed through: <ul style="list-style-type: none"><li>• direct observation</li><li>• questioning during/following direct observation</li><li>• planned professional discussion</li><li>• work products to supplement professional discussion (for example, plans, observations of children's play, records or feedback from children)</li></ul> Relationship to national occupational standards (NOS): <ul style="list-style-type: none"><li>• SKAPW50: Create playwork settings that support freely chosen self-directed play</li><li>• SKAPW52: Contribute to undertaking risk assessments in the playwork setting</li></ul>

### L3D PW13 Supporting inclusion in a playwork setting (R/650/0607)

Unit summary				
The aim of this unit is to consider the importance of inclusion for a child's self-esteem and sense of belonging. It considers barriers to inclusion and the role of the playworker in relation to inclusion in the playwork setting.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>3 credits</b>	<b>30 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand inclusion	1.1 Explain the term inclusion
	1.2 Compare the terms: <ul style="list-style-type: none"> <li>• inclusion</li> <li>• equality</li> <li>• equity</li> <li>• diversity</li> </ul>
	1.3 Explain the medical and social models of disability and their impact on practice
	1.4 Outline current legislation relating to additional needs and disabilities
2. Understand the role of the playworker in relation to inclusion	2.1 Explain the importance of inclusive practice
	2.2 Describe ways the playworker can support an inclusive playwork setting
3. Understand barriers to inclusion	3.1 Outline <b>barriers to inclusion</b> the playworker may need to overcome when planning a playwork setting
	3.2 Describe sources of support for the playworker to ensure an inclusive play setting
4. Be able to promote a diverse and inclusive playwork setting	4.1 Demonstrate how to promote diversity and inclusion in the playwork setting
	4.2 Promote play and support children who may experience barriers to participation
	4.3 Provide opportunities for children to understand and value diversity and inclusion
5. Be able to work in ways that facilitate inclusion	5.1 Demonstrate ways to facilitate inclusive practice, to include: <ul style="list-style-type: none"> <li>• environmental</li> <li>• ways of working</li> <li>• attitudinal</li> </ul>
	5.2 Reflect on own inclusive practice

<b>Range</b>
<b>3. Understand barriers to inclusion</b>
<b>3.1 Barriers to inclusion:</b>  Learners must include a minimum of 3 barriers to inclusion from across the following categories: <ul style="list-style-type: none"><li>• environment</li><li>• organisational/policy</li><li>• attitudinal</li></ul>
<b>Delivery and assessment guidance</b>
LO4 and 5 must be assessed in a real work environment (RWE)  <b>1.4 Delivery and assessment should meet the specific requirements as applicable to their home nations.</b>  This unit could be assessed through: <ul style="list-style-type: none"><li>• written task</li><li>• direct observation</li><li>• reflective account</li></ul> Relationship to national occupational standards (NOS): <ul style="list-style-type: none"><li>• SKAPW51: Prepare and facilitate specific play opportunities</li><li>• SKAPW55: Contribute to the development and maintenance of relationships with children, young people and others in the playwork setting</li><li>• SCDCCLD0209: Support a child with additional support needs</li><li>• SKAPW67: Contribute to the running of a playwork setting</li></ul>



**L3D PWOP1 Explore different perspectives and influences on playwork (Y/650/0609)**

Unit summary				
This unit provides the learner with underpinning knowledge of philosophical approaches to how children play. It encourages learners to explore different perspectives to play and consider own playwork practice.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>4 credits</b>	<b>36 GLH</b>

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
1. Understand philosophical approaches which influence play provision	1.1 Outline different <b>philosophical approaches</b> which influence play provision
	1.2 Explain how philosophical approaches inform playwork practice
	1.3 Evaluate how philosophical approaches to play supports own practice
2. Be able to use evidence-based practice to inform playwork	2.1 Summarise different <b>perspectives or influences</b> on playwork
	2.2 Analyse a different perspective or influence to identify the benefits to children
	2.3 Conduct a play audit of own provision in relation to chosen perspective or influence
	2.4 Reflect on own practice in relation to a play audit of own setting
	2.5 Share recommendations with colleagues

Range
1. Understand philosophical approaches which influence play provision
<p><b>1.1 Philosophical approaches:</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Reggio Emilia</li> <li>• Tina Bruce</li> <li>• Bob Hughes' 16 types of play (1996)</li> <li>• The Colorado Paper (Sturrock and Else, 1998)</li> <li>• psychologist</li> <li>• folklorist</li> <li>• sociologist</li> <li>• biologist</li> </ul> <p>Learners should be able to give an overview of a minimum of 3 philosophical approaches.</p>

## Range

### 2. Be able to use evidence-based practice to inform playwork

#### 2.1 and 2.2 Perspectives or influences:

Learners should explore and provide an overview of a minimum of 3 different perspectives or influences.

**2.2** After undertaking research into different perspectives or influences, learners can focus on one different perspective or influence of their own choice, depending on personal interests, in more depth.

Examples may include, but not limited to:

- international perspectives of play
- adventure play
- play and mental wellbeing
- street play and playing out
- play therapy
- the importance of play after crisis or disaster
- the charter for children's play
- environmental influences on play
- how play has changed over the years and emerging influences
- The Colorado Paper (Sturrock and Else, 1998)

This learning outcome can be approached holistically as a project. The source of the research must be referenced.

## Delivery and assessment guidance

This unit could be assessed through:

- reflective account
- professional discussion
- written task
- work products to supplement evidence could include a play audit or minutes from meetings that demonstrate how recommendations are shared

Relationship to national occupational standards (NOS):

- SKAPW82: Analyse, and support self-directed play in line with current playwork theories
- SKAPW96: Research, design and facilitate possibilities for self-directed play

### L3D PWOP2 Organise travel for children (F/650/0610)

Unit summary				
This unit provides the knowledge and understanding required to organise travel for children. This may include trips off-site or travel to and from the playwork setting. It requires an understanding of how to plan and organise travel arrangements and support children during travel. Learners are also required to demonstrate their competence in organising and supervising travel.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>2 credits</b>	<b>16 GLH</b>

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
1. Understand regulatory requirements, policies and procedures for organising children's travel outside the play environment	1.1 Explain regulatory requirements for children's travel outside the play environment
	1.2 Explain organisation's policies and procedures for children's travel outside the playwork setting
2. Understand how to make travel arrangements	2.1 Describe typical preparations when planning different <b>factors</b> for travel with children
	2.2 Identify issues that may occur during a <b>range of journeys</b>
	2.3 Describe contingency arrangements appropriate to the issues that may arise when travelling with children
	2.4 Describe additional resources or arrangements that may be necessary when planning travel for children with additional needs and disabilities
	2.5 Explain the importance of providing <b>relevant people</b> with clear, correct and up-to-date information about travel arrangements in good time
	2.6 Explain what records need to be kept, and the importance of doing so
3. Understand how to support children's travel outside the playwork setting	3.1 Explain different health and safety requirements that are required when operating outside of the playwork setting
	3.2 Explain how to ensure the safe and timely departure and arrival of children
	3.3 Outline the importance of agreed plans being followed
	3.4 Explain how to ensure that equipment, belongings and travel documents are safe and secure during the journey
	3.5 Describe how to agree ways to keep safe during travel with children
	3.6 Describe feelings and behaviours that children may experience when moving between different places
	3.7 Outline how the playworker could support children's feelings and behaviours about travel

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
4. Be able to organise and supervise travel of children	4.1 Plan <b>arrangements</b> for travel
	4.2 Support children to follow procedures for travel
	4.3 Deal with difficulties which arise in a way which maintains safety and wellbeing of participants
	4.4 Maintain up to date records relating to travel
	4.5 Reflect on own role relating to organising and supervising the travel of children

Range
2. Understand how to make travel arrangements
<p><b>2.1 Factors:</b></p> <p>Could include:</p> <ul style="list-style-type: none"> <li>• safety</li> <li>• security</li> <li>• route/stages of the journey</li> <li>• children's individual needs</li> <li>• efficiency</li> <li>• cost-effectiveness</li> <li>• comfort</li> <li>• concern for the environment</li> </ul> <p><b>2.2 Range of journeys:</b></p> <p>Could include:</p> <ul style="list-style-type: none"> <li>• on foot</li> <li>• by public transport</li> <li>• by hired transport</li> <li>• own transport</li> </ul> <p>Learners must identify a minimum of 5 issues that may occur during a range of journeys.</p> <p><b>2.5 Relevant people:</b></p> <p>Could include:</p> <ul style="list-style-type: none"> <li>• children</li> <li>• playwork staff</li> <li>• other adults, such as external professionals</li> <li>• parents</li> <li>• volunteers and support staff</li> </ul>

## Range

### 4. Be able to organise and supervise travel of children

#### 4.1 Arrangements:

Must include:

- method of transport
- route
- timings
- permissions
- stages in the journey
- supervision
- health, safety and security
- equipment or resources
- contingencies

## Delivery and assessment guidance

LO4 must be assessed in a real work environment (RWE).

**1.2** Learners should be able to explain their own organisation's policies and procedures. In the absence of a policy, learners should research examples and be able to explain what such policies and procedures should cover.

**4.3** Simulation may be used for AC 4.3 if there is no naturally occurring evidence during the lifetime of the qualification.

This unit could be assessed through:

- written task
- direct observation
- witness statement
- professional discussion
- reflective account
- work products, for example:
  - planning records
  - risk assessments
  - permissions
- work product evidence must be produced by the learner as part of their real work practice

Relationship to national occupational standards (NOS):

- SKAPW60: Support children and young people when travelling outside the playwork setting
- SKAOP15: Arrange and supervise travel

### L3D PWOP3 Promote own playwork organisation (H/650/0611)

Unit summary				
This unit provides the knowledge and skills required to promote own organisation, play and playwork in the wider community.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
Optional	Achieved/not yet achieved	Level 3	2 credits	16 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to promote own organisation	1.1 Summarise the organisational policies and practices which need to be kept in mind when promoting own organisation
	1.2 Explain why it is important to widely promote own organisation and its values, purpose and methods
	1.3 Explain the importance of reaching <b>sections</b> of the community that traditionally experience barriers to inclusion
	1.4 Describe different methods of communication that could be used to promote own organisation
	1.5 Explain why it is important to obtain feedback on organisational initiatives from people in the local community
	1.6 Explain how to obtain feedback from the different groups in the local community and what to do with such feedback
2. Understand the value of promoting play and playwork	2.1 Describe the benefits of playwork to the local community
	2.2 Explain how to advocate for play and playwork work in a way that addresses other people's preconceptions and views
3. Be able to promote own organisation	3.1 Identify suitable opportunities to promote own organisation to people in the local community
	3.2 Communicate the following aspects of own organisation's work: <ul style="list-style-type: none"> <li>• purpose</li> <li>• values</li> <li>• methods</li> <li>• benefits for the wider community</li> </ul>
	3.3 Communicate organisational information through the following means: <ul style="list-style-type: none"> <li>• verbal</li> <li>• written</li> <li>• images</li> </ul>
	3.4 Promote the work of own organisation in a way which is consistent with organisational policies and practices
	3.5 Reflect on practice in relation to advocating for play and playwork

## Range

### 1. Understand how to promote own organisation

#### 1.3 Sections

This may include:

- travellers
- single parents
- ethnic groups
- hard to reach groups

## Delivery and assessment guidance

LO3 must be assessed in a real working environment (RWE). Simulation is not permitted.

This unit could be assessed through:

- written task
- professional discussion
- reflective account
- direct observation followed by Q&A if required
- work products (for example, promotional material developed by the learner)

These could inform a wider professional discussion and may also be used to strengthen the direct observation.

Relationship to national occupational standards (NOS):

- SKAPW78: Communicate and promote the work being undertaken in your playwork setting
- SKAPW79: Work with others external to your playwork setting

**L3D PWOP4 Working in partnership with other organisations and individuals (J/650/0612)**

<b>Unit summary</b>				
This unit is about working jointly with other organisations, agencies, and professionals. This unit is for individuals who have some responsibility for the playwork setting and staff.				
<b>Assessment</b>				
This unit is internally assessed, via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>2 credits</b>	<b>16 GLH</b>

<b>Learning outcomes (LOs)</b>	<b>Assessment criteria (AC)</b>
The learner will:	The learner can:
1. Understand how to develop and maintain links with other organisations and individuals	1.1 Describe the mutual benefits of joint working with others
	1.2 List a range of organisations and types of individuals with whom it would be productive to work
	1.3 Describe the factors which are important to establishing and maintaining effective working relationships with other organisations and individuals
2. Understand how to work jointly with other organisations and individuals	2.1 Explain the importance of clearly agreeing the aims, objectives and parameters involved in joint working
	2.2 Explain the importance of maintaining contact and reviewing progress with individuals involved
	2.3 Explain the types of difficulties which can occur in joint working and how to deal with these
	2.4 Explain the importance of promptly informing other organisations and individuals of any difficulties in joint working
	2.5 Explain the importance of only taking on responsibilities which are feasible and within your capabilities
3. Be able to establish working relationships with other relevant organisations and individuals	3.1 Identify other organisations and individuals with whom it would be productive to work
	3.2 Establish contact with relevant individuals in other organisations
	3.3 Agree methods for exchanging information and maintaining future contact
	3.4 Exchange relevant information with other organisations and individuals when it is of benefit to those involved



### **Delivery and assessment guidance**

LO3 must be assessed in a real work environment (RWE).

This unit could be assessed through:

- written task
- profession discussion
- reflective account
- direct observation
- work products (for example, promotional materials produced by the learner which could inform a professional discussion, evidence of communications with other organisations)

Relationship to national occupational standards (NOS):

- SKAPW79: Work with others external to your playwork setting

**L3D PWOP5 Working with children with additional needs and disabilities in a playwork setting (K/650/0613)**

Unit summary				
The aim of this unit is to develop a playworker's skills in supporting children with additional needs and disabilities in a playwork setting. The focus is to build on existing knowledge gained through the mandatory units. This unit is aimed at playworkers who hold responsibility within the playwork setting. Playworkers may be working in a specialist setting, providing one to one support in a playwork setting or working alongside others to support children with additional needs and disabilities.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>4 credits</b>	<b>36 GLH</b>

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
1. Be able to develop inclusive play practice	1.1 Contribute to developing, reviewing and maintaining inclusive policies, procedures and guidelines with: <ul style="list-style-type: none"> <li>• staff</li> <li>• parents/carers</li> <li>• children</li> </ul>
	1.2 Support <b>others</b> to reflect on their inclusive practice
	1.3 Support others to share good practice in relation to inclusion
	1.4 Explain the benefits of an inclusive playwork setting referring to own practice
2. Be able to help develop an environment which supports inclusive play	2.1 Ensure resources and environmental access meet the needs of disabled children within a legislative framework
	2.2 Challenge discriminatory attitudes and behaviour with children, young people and adults
3. Be able to carry out playwork with children with additional needs and disabilities	3.1 Establish the specific needs and play preferences of children
	3.2 Recognise and interpret play cues from children with additional needs and disabilities
	3.3 Support play around the interests and abilities of individual children with additional needs and disabilities
	3.4 Adapt resources and the environment to extend play possibilities for children with additional needs and disabilities
	3.5 Use appropriate interventions to allow a child with additional needs and disabilities to engage in freely chosen self-directed play
	3.6 Support play to come to an end in a way that is sensitive to children's specific needs
4. Be able to review inclusive play practice	4.1 Evaluate the play provision in relation to inclusion
	4.2 Make recommendations to improve inclusive ways of working

### Range

1. Be able to develop inclusive play practice

#### 1.2 Others:

This may include other members of the team or volunteers.

### Delivery and assessment guidance

Delivery and assessment should meet the specific requirements as applicable to home nations.

LOs 1, 2, 3 and 4 must be assessed in a real work environment (RWE).

This unit could be assessed through:

- reflective account
- written task
- direct observation
- professional discussion

Relationship to national occupational standards (NOS):

- SKAPW86: Facilitate inclusive playwork practice to meet the needs of disabled children and young people

**L3D PWOP6 Working with parents, carers and families (L/650/0614)**

<b>Unit summary</b>				
This unit covers the knowledge, understanding and skills required to establish and maintain working relationships with parents, carers and families in the playwork setting.				
<b>Assessment</b>				
This unit is internally assessed, via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>4 credits</b>	<b>36 GLH</b>

<b>Learning outcomes (LOs)</b>	<b>Assessment criteria (AC)</b>
The learner will:	The learner can:
1. Understand the principles of working with parents, carers and families in the playwork setting	1.1 Describe good working relationships with parents, carers and
	1.2 Explain why good working relationships with parents, carers and families are important to effective playwork
	1.3 Describe ways to help make parents, carers and families feel welcome and valued in the playwork setting
	1.4 Identify a range of issues affecting parents, carers and families including social, cultural and economic pressures
	1.5 Describe different needs and expectations that parents, carers and families might have in relation to the playwork setting
	1.6 Explain how to balance the wishes of parents, carers and families with the agreed procedures and policies of the setting and the rights of the child
	1.7 Describe a range of situations that may cause conflict with parents, carers and families using the playwork setting
	1.8 Describe how to assure parents, carers and families of children who experience barriers to access that the environment is inclusive and welcomes them
	1.9 Explain own organisation's complaints procedure
2. Understand how to communicate with parents, carers and families	2.1 Outline the importance of clear communication with parents, carers and families
	2.2 Describe a range of ways of communicating with parents, carers and families
	2.3 Describe the potential barriers to communication that some parents, carers and families may experience
	2.4 Describe strategies a playworker could use to overcome communication difficulties with parents, carers and families
	2.5 Clarify the importance of regular and ongoing contact with parents, carers and families
	2.6 Explain the importance of confidentiality and how to balance the need to respect confidential information about parents, carers and families with the welfare of the child

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
3. Know how to involve parents, carers and families within the playwork setting	3.1 Describe types of opportunities parents, carers and families could become involved in within the playwork setting
	3.2 Describe how to inform parents, carers and families of opportunities to become involved in within the playwork setting
	3.3 Discuss the benefits and challenges of parents, carers and families being involved in the playwork setting
	3.4 Explain organisations' policies and procedures for involving parents, carers and families
	3.5 Explain the importance of parents, carers and families understanding and supporting the policies of the playwork setting
	3.6 Summarise the types of guidance, information and support parents, carers and families may require to be involved in the playwork setting
4. Be able to maintain relationships with parents, carers and families within the playwork setting	4.1 Initiate relationships with parents, carers and families in a way that makes them feel welcome
	4.2 Respect the wishes of parents, carers and families within the limitations of agreed procedures, values and children's rights
	4.3 Respond to complaints and suggestions according to organisational procedures
	4.4 Share information according to confidentiality policies and procedures
5. Be able to communicate with parents, carers and families within the playwork setting	5.1 Demonstrate the use of different methods of <b>effective communication</b> when engaging with parents, carers and families
	5.2 Listen to parents', carers and families' concerns
	5.3 Respond to disagreements or differences of opinion with parents, carers and families according to organisational procedures
	5.4 Share own actions and choices as a playworker with parents, carers and families, giving reasons
	5.5 Provide parents, carers and families with sources of information, advice and support from other services, agencies or professionals when required
	5.6 Reflect on practice in communicating with parents, carers and families
6. Be able to support parents, carers and families to be involved in the playwork setting	6.1 Communicate types of possibilities for parents, carers, and families to become involved in within the playwork setting
	6.2 Help parents, carers and families actively take part in the play environment
	6.3 Help parents, carers and families understand the values and policies of the playwork setting
	6.4 Reflect on the involvement of parents, carers and families in the playwork setting

## Range

### 5.1 Effective communication:

Could include:

- hold conversations at appropriate times
- provide clear and accurate information
- confirm that parents, carers and families have understood what was communicated
- respect diversity
- respect confidentiality

## Delivery and assessment guidance

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

**1.5** Learners must identify at least 2 issues affecting parents and carers from each of the following pressures:

- social
- cultural
- economic

**1.6** Learners must describe a minimum of 3 different needs and expectations in total.

**1.8** Learners must describe a minimum of 3 situations that may cause conflict.

**2.2** Learners must describe a minimum of 4 ways of communicating with parents, carers and families.

**3.1** Learners must describe a minimum of 3 types of opportunities.

LO6: Parents, carers and families do not necessarily need to actively attend a playwork setting to become involved. Learners are to be encouraged to consider varied ways in which parents, carers and families may be able to support or become involved in the playwork setting.

Simulation may be used for AC 4.3 and 5.3 if no naturally occurring evidence is available.

This unit could be assessed through:

- written task
- professional discussion
- reflective account
- direct observation followed by Q&A if required
- work products from the real work environment (for example, evidence of communication with parents)
- simulation (AC 4.3 and AC 5.3 only)

Relationship to national occupational standards (NOS):

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

**L3D PWOP7 Understand teamwork for quality playwork practice (M/650/0615)**

Unit summary				
This unit will explore the roles and responsibilities held in a team for effective practice in playwork.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>2 credits</b>	<b>16 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Understand characteristics involved in effective playwork practice	1.1 Identify characteristics of effective teamwork
	1.2 Describe benefits of effective teamwork for playwork practice
	1.3 Explain ways to overcome potential barriers to teamwork
	1.4 Analyse the impact of teamwork to playwork reputation
2. Understand how to contribute to the work of a playwork team	2.1 Explain why effective, inclusive teamwork is important and how it contributes to the quality of provision
	2.2 Explain why it is important to carry out agreed responsibilities and duties and what may happen if you do not do this
	2.3 Describe the types of situations in which additional support should be sought from colleagues
3. Understand how to provide support to colleagues in a playwork team	3.1 Clarify why it is important to give colleagues constructive feedback and recognition
	3.2 Explain why it is important to share information, and how to do this effectively
	3.3 Explain why discrimination and prejudice should be challenged, and how to do so effectively and constructively
	3.4 Identify situations where conflict may occur in a team
	3.5 Describe how conflict is managed in adherence to organisational procedures
4. Understand theory in teamwork practice	4.1 Summarise the theoretical models of: <ul style="list-style-type: none"> <li>• Belbin</li> <li>• Tuckman</li> </ul>
	4.2 Analyse a theoretical model with reference to playwork practice
	4.3 Identify situations when a playworker may need to work with other professionals
	4.4 Explain the role of the playworker when working as part of a multi-disciplinary team

<b>Learning outcomes (LOs)</b>	<b>Assessment criteria (AC)</b>
The learner will:	The learner can:
5. Be able to contribute to the work of a playwork team	5.1 Maintain relationships with the following colleagues in a way that helps the team work effectively: <ul style="list-style-type: none"> <li>• those working at the same level</li> <li>• line managers</li> <li>• other staff</li> </ul>
	5.2 Clarify duties and responsibilities with the relevant colleague
	5.3 Vary agreed duties and responsibilities in collaboration with relevant colleagues
	5.4 Ask for additional support when necessary
	5.5 Make positive and realistic suggestions as to how the work of the playwork team can be improved
	5.6 Report progress and difficulties to relevant colleagues
	5.7 Offer support to colleagues when they need it
	5.8 Communicate with colleagues, verbally and in writing, making sure they have the information they need
	5.9 Offer suggestions to improve practice
	5.10 Reflect on own role as working as part of a playwork team

<b>Delivery and assessment guidance</b>
<p>LO5 must be assessed in a real work environment (RWE).</p> <p>This unit could be assessed through:</p> <ul style="list-style-type: none"> <li>• written task</li> <li>• planned professional discussion</li> <li>• direct observation followed by discussion or questioning as required</li> </ul> <p>Relationship to national occupational standards (NOS):</p> <ul style="list-style-type: none"> <li>• SKAPW55: Contribute to the development and maintenance of relationships with children, young people and others in the playwork setting</li> <li>• SKAPW66: Contribute to the effectiveness of teams</li> </ul>



### L3D PWOP8 Understand how to contribute towards running a playwork setting (A/650/1717)

Unit summary				
This unit provides the learner with knowledge of how to contribute towards running a playwork setting. It considers leadership and management styles, monitoring the playwork setting, budgeting and recruitment.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>2 credits</b>	<b>16 GLH</b>

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
1. Understand leadership and management styles	1.1 Identify a range of different leadership and management styles
	1.2 Describe how to apply leadership and management styles to different situations
2. Understand staff recruitment in a playwork setting	2.1 Summarise factors which contribute to staff turnover in the playwork sector
	2.2 Explain the purpose of job descriptions and person specifications for employment in a playwork setting
	2.3 Explain the induction process for new playwork staff
3. Understand record keeping in a playwork setting	3.1 Summarise the requirements of data protection legislation
	3.2 Identify records that need to be kept in a playwork setting
	3.3 Describe how to maintain records in accordance with organisational policies and procedures
	3.4 Describe the information which needs to be collected about children and their families, and why
	3.5 Summarise the types of information which may need to be passed on and why requests should be dealt with promptly
4. Understand budgeting	4.1 Clarify the importance of consulting with others when preparing a budget
	4.2 Summarise different ways of gaining funding for the setting
5. Reflect on own practice	5.1 Reflect on own development needs in relation to running a playwork setting

Delivery and assessment guidance
Relationship to national occupational standards (NOS):
<ul style="list-style-type: none"> <li>• SKAPW67: Contribute to the running of a playwork setting</li> <li>• SKAPW76: Manage staff in the playwork setting</li> </ul>

**L3D PWOP9 Provide food and drink in a playwork setting (D/650/1718)**

Unit summary				
This unit covers the knowledge and skills a playworker will need in order to provide food and drink in a playwork setting. It covers an understanding of nutrition and specific dietary needs as well as organisational policies and guidelines relating to the provision of food and drink.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>2 credits</b>	<b>16 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand regulatory and organisational requirements for providing food and drink in a playwork setting	1.1 Summarise regulatory requirements relating to storage, preparation and serving of food and drink
	1.2 Evaluate organisational policies regarding provision of food and drink in line with national guidelines
2. Understand the impact of nutrition on children's health, wellbeing and play	2.1 Outline the relationship between nutrition and children's health and wellbeing
	2.2 Explain the effect of food and drink on children's play
3. Know how to provide food and drink in a playwork setting	3.1 Describe different <b>dietary</b> needs that some children may have
	3.2 Explain the importance of establishing and recording specific dietary needs of children
	3.3 Explain the importance of children participating in the selection, preparation, serving and clearing away of food and drink, when they wish to
	3.4 Identify potential food safety hazards in a playwork setting
	3.5 Describe ways a playwork setting can reduce waste relating to the provision of food
4. Be able to provide food and drink in the playwork setting	4.1 Identify and record children's specific dietary needs
	4.2 Risk assess children's involvement in food and drink preparation
	4.3 Demonstrate how food storage and preparation meets organisational and legal requirements
	4.4 Involve children who wish to be involved in the processes of preparation, serving and clearing away of food and drink

<b>Range</b>
<b>3. Know how to provide food and drink in a playwork setting</b>
<b>3.1 Dietary:</b>  For example: <ul style="list-style-type: none"><li>• cultural</li><li>• medical</li><li>• preference</li><li>• lifestyle choice</li></ul>
<b>Delivery and assessment guidance</b>
Relationship to national occupational standards (NOS): <ul style="list-style-type: none"><li>• SKAPW58: Provide food and drink in a playwork setting</li></ul>

**L3D PWOP10 Facilitating adventure playgrounds (F/650/1719)**



Unit summary				
This unit provides the learner with an understanding of adventure playgrounds. Learners are required to demonstrate their skills in a real work environment and therefore evidencing competency in an adventure playground is necessary.				
Assessment				
This unit is internally assessed, via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>2 credits</b>	<b>16 GLH</b>

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
1. Understand the ethos of adventure playgrounds	1.1 Outline the <b>ethos</b> of adventure playgrounds
2. Understand how to support a sustainable adventure playground	2.1 Describe how to support sustainability in an adventure playground
3. Understand health, safety and wellbeing in an adventure playground	3.1 Describe how to ensure the features and structures in an adventure playground are monitored and maintained
	3.2 Describe the benefits of adventure playgrounds and outdoor play to children's health and wellbeing
4. Understand partnership working in an adventure playground	4.1 Summarise ways different <b>organisations</b> could be involved in collaborative working with an adventure playground
	4.2 Describe how links with the local community and the wider workforce can benefit children
5. Know how to support children's play in an adventure playground	5.1 Explain types of support children may need to build and adapt play structures and features in an adventure playground
	5.2 Explain how to enable children to maintain a sense of ownership of the adventure playground
	5.3 Explain how to respond to <b>behaviour</b> that could be considered harmful or abusive
6. Be able to advocate for play and the adventure playground	6.1 Demonstrate how to advocate for play and the adventure playground to build positive relationships with the local community
7. Be able to maintain a safe adventure playground	7.1 Complete regular <b>health and safety checks</b> of the adventure playground and any premises
	7.2 Demonstrate how to carry out dynamic risk-benefit assessment
	7.3 Engage children in risk benefit assessment in an adventure playground

<b>Learning outcomes (LOs)</b>	<b>Assessment criteria (AC)</b>
The learner will:	The learner can:
8. Be able to support children to maintain a sense of ownership of the adventure playground	8.1 Demonstrate how children's ideas and interests are observed and acted upon
	8.2 Support children's independent use of resources and modification of the play spaces or features
	8.3 Use a play centred approach to enable children to access resources
	8.4 Enable children to contribute to the maintenance and storage of resources
9. Reflect on playwork practice in an adventure playground	9.1 Reflect on practice in own setting in relation to the playwork principles

<b>Range</b>
<b>1. Understand the ethos of adventure playgrounds</b>
<b>1.1 Ethos:</b>
Learners would benefit from an awareness of the evolution of adventure playgrounds to support this assessment criteria.
<b>4. Understand partnership working in an adventure playground</b>
<b>4.1. Organisations:</b>
Learners could consider organisations such as:
<ul style="list-style-type: none"> <li>• schools</li> <li>• youth services</li> <li>• forest schools</li> <li>• early years settings</li> <li>• beach schools</li> <li>• organisations specific to the local community</li> </ul>
<b>5. Know how to support children's play in an adventure playground</b>
<b>5.3 Behaviour:</b>
The possible individual and group dynamics and moods when children are in the adventure playground as well as when they are entering and leaving the site. Behaviour around ownership and territorial claims are inherent.
<b>7. Be able to maintain a safe adventure playground</b>
<b>7.1 Health and safety checks:</b>
Health and safety checks must include security checks including the arrival to and departure from the playground, within limitations of own role.

### Delivery and assessment guidance

LO1: Learners should operate within professional boundaries and be able to consistently develop and maintain positive relationships with different people. It would benefit the learner to gain an awareness of the evolution of adventure playgrounds when exploring their ethos.

LO6: Consideration should be given to being open to individual needs, cultures and viewpoints of local community.

Relationship to national occupational standards (NOS):

- SKAPW87: Develop, maintain and sustain adventure playgrounds

## Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. 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"> <li>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</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	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"> <li>may include simulation**</li> </ul>	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 NCFE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes
<p>* <b>Expert witness testimony</b> 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"> <li>• when assessment may cause distress to an individual, such as supporting a child with a specific need</li> <li>• a rarely occurring situation, such as dealing with an accident or illness</li> <li>• confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance</li> </ul> <p>** <b>Simulation.</b> A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

### Requirements for referencing

Please note that if learners use references to support their work, the original source must be appropriately referenced.

### Assessment strategies and principles relevant to this qualification

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 our assessment requirements for the unit they are assessing or quality assuring.

### 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 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Explain how existing knowledge can be linked to new or different situations in practice.
<b>Analyse</b>	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.
<b>Clarify</b>	Explain the information in a clear, concise way.
<b>Classify</b>	Organise according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequential or logical order.
<b>Compare</b>	Examine the subjects in detail and consider the similarities and differences.
<b>Critically compare</b>	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
<b>Consider</b>	Think carefully and write about a problem, action or decision.
<b>Demonstrate</b>	Show an understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Write about the subject giving detailed information in a logical way.
<b>Develop (a plan/idea which...)</b>	Expand a plan or idea by adding more detail and/or depth of information.
<b>Diagnose</b>	Identify the cause based on valid evidence.
<b>Differentiate</b>	Identify the differences between 2 or more things.
<b>Discuss</b>	Write a detailed account giving a range of views or opinions.
<b>Distinguish</b>	Explain the difference between 2 or more items, resources, pieces of information.
<b>Draw conclusions (which...)</b>	Make a final decision or judgement based on reasons.

<b>Estimate</b>	Form an approximate opinion or judgment using previous knowledge or considering other information.
<b>Evaluate</b>	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.
<b>Explain</b>	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
<b>Extrapolate</b>	Use existing knowledge to predict possible outcomes that might be outside the norm.
<b>Identify</b>	Recognise and name the main points accurately.
<b>Implement</b>	Explain how to put an idea or plan into action.
<b>Interpret</b>	Explain the meaning of something.
<b>Judge</b>	Form an opinion or make a decision.
<b>Justify</b>	Give a satisfactory explanation for actions or decisions.
<b>Perform</b>	Carry out a task or process to meet the requirements of the question.
<b>Plan</b>	Think about and organise information in a logical way using an appropriate format.
<b>Provide</b>	Identify and give relevant and detailed information in relation to the subject.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
<b>Review and revise</b>	Look back over the subject and make corrections or changes.
<b>Select</b>	Make an informed choice for a specific purpose.
<b>Show</b>	Supply evidence to demonstrate accurate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences or paragraphs.
<b>Summarise</b>	Give the main ideas or facts in a concise way.

## **Section 4: support**

### **Support materials**

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

- qualification fact sheet
- learner's evidence tracking log (LETL)

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## 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	Certificate	Diploma	Notes
	L3CD PW1	J/650/0596	Understand play and the playwork principles	3	3	25	Y	Y	
	L3CD PW2	K/650/0597	Creating supporting environments for children's play	3	4	36	Y	Y	
	L3CD PW3	L/650/0598	Understand how to support the safeguarding of children in the playwork setting	3	4	36	Y	Y	
	L3CD PW4	R/650/0616	Understand organisational frameworks to protect the rights of children	3	3	25	Y	Y	
	L3CD PW5	M/650/0599	Understand play and wellbeing	3	3	25	Y	Y	
	L3CD PW6	D/650/0600	Understand relationships in the playwork setting	3	3	25	Y	Y	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Certificate	Diploma	Notes
★ L3CD PW7	F/650/0601	Understand health, safety and security in the playwork setting	3	2	16	Y	Y	
L3CD PW8	H/650/0602	Engage in professional development and reflective practice	3	2	16	Y	Y	
L3D PW9	J/650/0603	Contribute to organisational frameworks to respond to all children's needs and preferences	3	5	46		Y	
L3D PW10	K/650/0604	Maintain healthy, safe and secure environments in playwork	3	2	16		Y	
L3D PW11	L/650/0605	Develop and promote relationships in the playwork setting	3	5	46		Y	
L3D PW12	M/650/0606	Prepare for and support children's play	3	4	36		Y	
L3D PW13	R/650/0607	Supporting inclusion in a playwork setting	3	3	30		Y	

**Optional units**

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Certificate	Diploma	Notes
L3D PWOP1	Y/650/0609	Explore different perspectives and influences on playwork	3	4	36		Y	
★ L3D PWOP2	F/650/0610	Organise travel for children	3	2	16		Y	
L3D PWOP3	H/650/0611	Promote own playwork organisation	3	2	16		Y	
L3D PWOP4	J/650/0612	Working in partnership with other organisations and individuals	3	2	16		Y	
L3D PWOP5	K/650/0613	Working with children with additional needs or disabilities in a playwork setting	3	4	36		Y	
★ L3D PWOP6	L/650/0614	Working with parents, carers and families	3	4	36		Y	
L3D PWOP7	M/650/0615	Understand teamwork for quality playwork practice	3	2	16		Y	
L3D PWOP8	A/650/1717	Understand how to contribute towards running a playwork setting	3	2	16			
L3D PWOP9	D/650/1718	Provide food and drink in a playwork setting	3	2	16			
L3D PWOP10	F/650/1719	Facilitating adventure playgrounds	3	2	16			

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