

# Qualification Specification

Focus Awards Level 2 Diploma in Playwork  
(NVQ) (RQF)

601/8022/5



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## Focus Awards Level 2 Diploma in Playwork (NVQ) (RQF)

### Qualification Details

QAN: 601/8022/5  
 TQT: 610  
 GLH: 437-442  
 Credit: 61

### Qualification Purpose

The Focus Awards Level 2 Diploma in Playwork (NVQ) (RQF) is aimed at those learners already working in a play setting.

The purpose of the Focus Awards Level 2 Diploma in Playwork (NVQ) (RQF) is to develop the knowledge and skills of learners to competently carry out the role of a playworker. Learners will acquire the knowledge and understanding of the principles of playwork and ways to support children and young people's play. The qualification also covers areas such as promoting positive behaviour/communication/health, safety and wellbeing.

### Qualification Structure/Rules of Combination

The learner must achieve all 61 credits from the 12 mandatory units in Group A and a minimum of 16 credits from the optional units in Group B.

Unit Title	Unit Ref	Level	GLH	Credit
<b>Mandatory Units (Group A)</b>				
Playwork Principles	H/600/9500	2	29	3
Working within a play environment with children and young people	M/600/9502	2	17	4
Supporting Children and Young People's Play	F/600/9505	2	26	3
Relationships in the Play Environment	L/600/9507	2	35	4
Health and safety in the Play	Y/600/9509	2	25	3

Environment				
The Safeguarding and Welfare of Children and Young People in the Play Environment	L/600/9510	2	15	2
Developing Own Playwork and Team Practice	H/600/9514	2	25	3
Contribute to the Health, Safety, Security and Welfare of Children and Young People using the Play Environment	Y/600/9526	2	30	5
Help to Improve Own Practice and the Work of the Playwork Team	H/600/9528	2	30	4
Reflective Playwork Practice	R/600/9511	3	20	3
Support Relationships in the Play Environment	T/600/9520	3	30	4
Work with Children and Young People to Create Play Spaces and Support Freely Chosen Self-Directed Play	L/600/9524	3	50	7
<b>Optional Units (Group B)</b>				
Contribute to Providing Food and Drink in the Play Environment	K/600/9529	2	55	8
Contribute to the Administration of the Play Environment	Y/600/9543	2	50	8
Support the Travel	M/600/9547	2	80	13

of Children and Young People Outside the Play Environment				
Facilitate a Specific Play Opportunity at Children or Young People's Request	K/600/9532	3	85	14
Support the Development of Playwork Opportunities in the Community	T/600/9534	3	55	8
Contribute to Supporting Disabled Children and Young People in the Play Environment	F/600/9536	3	80	15
Support Work with Parents and Carers in the Play Environment	J/600/9540	3	70	12
Carry Out Playwork in a School Setting	L/600/9541	3	65	11

## Learner Entry Requirements

Learners should be competent in literacy and numeracy to help with elements of communication. This is at the discretion of the centre as they may decide to use diagnostic testing methods to ascertain how they can support learners.

## Age Ranges

Learners should be 16 (minimum) to undertake this qualification.

## Geographical Coverage

This qualification is available in England and Northern Ireland.

## Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'.

## Assessment Methods

The Focus Awards Level 2 Diploma in Playwork (NVQ) (RQF) is **internally assessed**.

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include:

- Observed work
- Witness statements
- Audio- visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence must be cross referenced to unit outcomes, simulation may not be allowed in all units.

## Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

Focus Awards Level 3 Diploma in Playwork (RQF)

## Useful websites and supporting materials

- [www.focusawards.org.uk/supportingmaterials](http://www.focusawards.org.uk/supportingmaterials)
- [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

## Links to national occupational standards

Focus Awards has mapped to NOS where they exist.

## Appendix A: Units

<b>Unit Title:</b>	Playwork Principles		
<b>Unit No:</b>	H/600/9500		
<b>Level:</b>	2		
<b>GLH:</b>	29		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with knowledge and understanding of playwork principles			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the nature and value of play	1.1	Describe the need for children and young people to play
		1.2	Describe how play contributes to children and young people's development
		1.3	Explain how play is a process that is "freely chosen, personally directed and intrinsically motivated"
		1.4	State the requirements of the UN Convention on the Rights of the Child in relation to play provision
2	Understand the role of the playworker in supporting children and young people's play	2.1	Describe the role of the playworker in supporting and facilitating play
		2.2	Describe the role of the playworker as an advocate for play
		2.3	Give three examples of how the playworker can support children and young people to create play spaces
		2.4	Identify the playworker's impact on the play space
		2.5	Give two examples of how children and young people's play can affect the playworker

<b>Unit Title:</b>	Working within a play environment with children and young people		
<b>Unit No:</b>	M/600/9502		
<b>Level:</b>	2		
<b>GLH:</b>	17		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to work within a play environment with children and young people			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	children and young people	1.1	Describe why it is important for the playworker to establish an effective rapport with all children and young people in a play environment
		1.2	Outline what is meant by an honest, respectful and trusting relationship with all children and young people in a play environment
		1.3	State why it is important to communicate effectively with all children and young people in a play environment
		1.4	Identify features of good communication with children and young people
		1.5	Outline what is meant by treating children and young people fairly
		1.6	Describe why it is important for the playworker to value all children and young people's individuality and differences
2	Know the playworker's responsibilities for supporting a safe and challenging play environment	2.1	Define the extent and limits of own responsibilities in the play environment
		2.2	Describe a playwork organisation's procedures before, during and after a session to maintain health, safety and security, including emergency procedures
		2.3	Describe how to respond to the main health, safety and security hazards that may occur in play environments
		2.4	Identify examples of stimulation, risk and challenge in a play environment
		2.5	Give reasons why stimulation, risk and challenge are important in a play environment

		2.6	Outline why it is important for the playworker to balance health, safety and security requirements with the need for stimulation, risk and challenge
		2.7	Describe a playworker's responsibilities for tidying up, checking equipment and other resources in a play environment
3	Be able to contribute to an inclusive and stimulating play environment	3.1	Develop an effective rapport with children and young people in a play environment
		3.2	Treat children and young people in a play environment with honesty, respect, trust and fairness
		3.3	Communicate with children and young people in a play environment as appropriate to their needs
		3.4	Suggest ways in which a play environment could be made more inclusive and stimulating
4	Know the playworker's responsibilities for safeguarding children and young people	4.1	Define what is meant by safeguarding children and young people
		4.2	Give four examples of the different ways in which children and young people could be harmed, including by other children
		4.3	Identify who to contact when there are concerns about the welfare of children and young people
		4.4	Describe the features of a playwork organisation's safe practice code for protecting members of the staff team and volunteers

<b>Unit Title:</b>	Supporting Children and Young People's Play		
<b>Unit No:</b>	F/600/9505		
<b>Level:</b>	2		
<b>GLH:</b>	26		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to support children and young people's play			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the nature of freely chosen, self-directed play	1.1	Outline the characteristics of freely chosen, self-directed play
		1.2	Give examples of five play types commonly accepted by the playwork sector
		1.3	Describe what is meant by a play cue
		1.4	Describe the main stages of the play cycle
		1.5	Describe when playwork interventions may and may not be appropriate
2	Be able to support children and young people's play	2.1	Make a variety of "loose parts" available to children and young people
		2.2	Give attention to children and young people's play whilst being sensitive to own impact on the play space
		2.3	Identify play cues and returns
		2.4	Provide playful responses to play cues
		2.5	Work as a team member when supporting children and young people's play
3	Be able to reflect on own playwork practice	3.1	State the importance of reflecting on own playwork practice
		3.2	Reflect on own playwork practice
		3.3	Identify key learning points from own reflection

<b>Unit Title:</b>	Relationships in the Play Environment		
<b>Unit No:</b>	L/600/9507		
<b>Level:</b>	2		
<b>GLH:</b>	35		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to provide learners with the knowledge and understanding of relationships in the play environment			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the role of the playworker in building and maintaining relationships with children and young people in the play environment	1.1	Describe how a playworker should relate to children and young people
		1.2	Give four examples each of 'appropriate' and 'inappropriate' behaviour by a playworker
		1.3	Give four examples of anti-discriminatory practice in a playworker's relationships with children and young people
		1.4	Give four examples of inclusive practice in a playworker's relationship with children and young people
		1.5	Give four examples of when it is important to focus on an individual child/young person rather than the group as a whole
		1.6	Give three examples of how the playworker can interact with all children and young people to support their thinking and learning
2	Understand the principles of communicating with children and young people	2.1	Describe how the different stages of child development affect the way children and young people communicate
		2.2	Explain why communication should be a two-way process
		2.3	Give three examples of different methods of communicating with children and young people
		2.4	Describe what is meant by actively listening to children and young people
		2.5	Outline the importance of making sure children and young people have understood what is being communicated
		2.6	Outline why it is important for children and young people to be able to ask questions, offer ideas and make suggestions

		2.7	Describe how to address communication challenges for children and young people with specific needs
3	Understand how to support relationships between children and young people and others in the play environment	3.1	Outline how children and young people relate to others at different stages of their development
		3.2	Describe how play can help children and young people to develop relationships
		3.3	Describe the purpose and value of group agreements with and between children and young people
		3.4	Outline what is meant by 'individuality', 'diversity' and 'difference' as applied to people
		3.5	Outline why it is important for children and young people to appreciate individuality, diversity and difference in other people
		3.6	Outline why it is important for children and young people to understand other people's feelings and points of view
		3.7	Outline why it is important for children and young people to be able to resolve conflict for themselves
		3.8	Describe what support children and young people may require from a playworker when conflict arises
		3.9	Identify when it is appropriate to provide support to children and young people when conflict arises
4	Understand the impact of transitions on children and young people's relationships with others	4.1	Give five examples of the types of transitions that may affect children and young people's relationships with others
		4.2	Outline how transitions may affect children and young people's behaviour and relationships with others
		4.3	Describe how a playworker can offer to support children and young people who are experiencing transitions

<b>Unit Title:</b>	Health and safety in the Play Environment		
<b>Unit No:</b>	Y/600/9509		
<b>Level:</b>	2		
<b>GLH:</b>	25		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with knowledge and understanding of health and safety in the play environment			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Know how to balance challenge and risk with health and safety requirements in the play environment	1.1	Describe the main legal requirements for health, safety and welfare that apply to the playworker
		1.2	Describe how to balance risk and challenge against requirements for health and safety taking account of children and young people's <ul style="list-style-type: none"> <li>• Development</li> <li>• Personal interest</li> <li>• Ability</li> </ul>
		1.3	Give four examples of the types of play and other behaviour that may cause unacceptable levels of risk
		1.4	Describe the process of assessing and managing risk in the play environment
		1.5	Give two examples of situations in which the playworker: <ul style="list-style-type: none"> <li>• Can deal with a hazard themselves</li> <li>• Must report the hazard to a responsible colleague</li> </ul>
2	Know how to assist children and young people to manage risk for themselves	2.1	Outline why it is important for children and young people to take responsibility for own health, safety and security and that of others
		2.2	Describe how the playworker can help children and young people to take responsibility for health, safety and security
		2.3	Outline how children and young people's level of development affects their ability to manage risk
		2.4	Give three examples of the specific requirements of disabled children and young people in relation to managing risk

3	Be able to respond to hazards in the play environment	3.1	Identify one example of each of the following types of hazards in a play environment: <ul style="list-style-type: none"> <li>• Physical</li> <li>• Emotional</li> <li>• Behavioural</li> <li>• Environmental</li> </ul>
		3.2	Assess the risks presented by physical, emotional, behavioural and environmental hazards in a play environment
		3.3	Follow an organisation's procedures to manage the risks presented by hazards in a play environment in the following ways: <ul style="list-style-type: none"> <li>• Supporting children and young people to deal with the hazard</li> <li>• Dealing with the hazard personally</li> <li>• Reporting the hazard to a responsible colleague</li> </ul>
4	Know how to respond to injuries and illnesses in the play environment	4.1	Give two examples of the common types of injuries that can occur in the play environment
		4.2	Give two examples of the common types of illnesses that can occur in the play environment
		4.3	Describe the procedures a playworker should follow in response to injuries and illnesses
		4.4	Describe the role of a nominated first-aider in a play environment
5	Know how to respond to emergencies other than injuries and illnesses in the play environment	5.1	Give three examples of the different types of emergencies that may occur in play environments
		5.2	Describe the procedures to follow for three different types of emergencies that may occur in play environments
		5.3	Outline why it is important to remain calm and communicate clearly with people during an emergency

<b>Unit Title:</b>	The Safeguarding and Welfare of Children and Young People in the Play Environment		
<b>Unit No:</b>	L/600/9510		
<b>Level:</b>	2		
<b>GLH:</b>	15		
<b>Credit:</b>	2		
<b>Unit details:</b> The aim of this unit is to provide learners with knowledge and understanding of the safeguarding and welfare of children and young people in the play environment			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the requirements for safeguarding children and young people in a play environment	1.1	Identify national policies, guidance and procedures relevant to safeguarding children and young people's welfare
		1.2	Outline local policies, procedures and guidance in relation to safeguarding
		1.3	Describe the playworker's responsibilities in relation to national and local policies, procedures and guidance for safeguarding children and young people
2	Know about the different forms of abuse that can affect children and young people	2.1	Describe what is meant by the four types of abuse that can affect children and young people: <ul style="list-style-type: none"> <li>• Physical</li> <li>• Emotional</li> <li>• Sexual</li> <li>• Neglect</li> </ul>
		2.2	Give one example of when bullying may constitute abuse
		2.3	Identify four signs or indicators for each of the following types of abuse: <ul style="list-style-type: none"> <li>• Physical</li> <li>• Emotional</li> <li>• Sexual</li> <li>• Neglect</li> </ul>
		2.4	Describe how signs of abuse can be subtle and may be expressed in play, artwork and the way that children and young people approach relationships with other children, young people and adults
3	Know how to respond to concerns about	3.1	Describe how to observe and record concerns about possible abuse,

	children and young people's welfare		distinguishing between: <ul style="list-style-type: none"> <li>• Observation</li> <li>• Facts</li> <li>• Information gained from others</li> <li>• Opinion</li> </ul>
		3.2	Explain the necessity of information sharing between individuals and between organisations in relation to children and young people's welfare
		3.3	Identify assessment frameworks or guidelines designed to safeguard the welfare of children and young people
		3.4	Identify where to get advice, support and further information on issues to do with safeguarding children's welfare
		3.5	Explain how assumptions, attitudes and discrimination can influence practice in relation to safeguarding children and young people
		3.6	Explain how assumptions, attitudes and discrimination prevent some children and young people from having equality of opportunity and equal protection from harm
4	Know how to maintain the welfare of children and young people in the play environment	4.1	Describe how and when to intervene when children or young people's personal hygiene is interfering with them playing with others
		4.2	Describe how and when to intervene when children or young people's hunger is affecting their ability to play
		4.3	Identify occasions when it's necessary to provide intimate personal care or assistance to a child or young person
		4.4	Outline how to ensure that respect is shown for the child or young person and that their dignity is maintained when providing intimate personal care or assistance
		4.5	Identify why it is important that a child or young person has the right to take part in decisions that may affect them

<b>Unit Title:</b>	Developing Own Playwork and Team Practice		
<b>Unit No:</b>	H/600/9514		
<b>Level:</b>	2		
<b>GLH:</b>	25		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to develop own playwork and team practice			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Know how to develop own playwork practice	1.1	Describe how to identify own strengths, and areas of playwork practice that need further development
		1.2	Describe how to identify goals and targets for own continuing development
		1.3	Outline how a playworker's colleagues and line manager can help a playworker to develop their skills and knowledge
		1.4	Identify sources of help on training and development from inside and outside a playwork organisation, including sources with inclusive and rights-based approaches to playwork
		1.5	Explain why it is important to continue to review and update personal development on a regular basis
		1.6	Identify ways of continuing to review and improve own practice
2	Know how to work as part of a playwork team	2.1	Explain why effective team work is important in an inclusive play environment
		2.2	Identify external organisations and staff with whom a playworker may need to develop effective team relationships
		2.3	Outline why it is important for a playworker to understand the purpose and objectives of their team
		2.4	Outline why it is important for a playworker to be clear about own role and responsibilities and those of others in the team
		2.5	Describe the importance of clear communication within a playwork team
		2.6	Identify the types of information a playworker should communicate to others

			in the team
		2.7	Describe how a playworker should interact effectively with other people to build an effective team
		2.8	Explain why it may be important to challenge existing practice within a playwork team and how to do so constructively
		2.9	Describe how to handle differences of opinion and conflict within the team
3	Be able to reflect on playwork practice as part of a team	3.1	Use observations of, and feedback from, children and young people to reflect on own playwork practice
		3.2	Use feedback from colleagues and parents and others to reflect on own playwork practice
		3.3	Share reflections with a team colleague to identify how own playwork practice can be adapted and developed
		3.4	Identify potential training and development routes to enhance own playwork practice
		3.5	Demonstrate effective working relationships with other team members

<b>Unit Title:</b>	Contribute to the Health, Safety, Security and Welfare of Children and Young People using the Play Environment		
<b>Unit No:</b>	Y/600/9526		
<b>Level:</b>	2		
<b>GLH:</b>	30		
<b>Credit:</b>	5		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to contribute to the health, safety, security and welfare of children and young people using the play environment			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to support the health, safety and security of children and young people	1.1	Identify the following types of hazards in the play environment: <ul style="list-style-type: none"> <li>Physical</li> <li>Emotional</li> <li>Behavioural</li> <li>Environmental</li> </ul>
		1.2	Assess the risks that hazards present
		1.3	Enable children and young people to assess risks for themselves
		1.4	Manage the risks according to the policies of the organisation whilst maintaining acceptable challenge and risk
		1.5	Get advice from colleagues when unsure about how to assess and deal with a hazard
		1.6	Support children and young people to take responsibility for their own health, safety and security
		1.7	Make sure own actions do not endanger the health, safety and security of children and young people
		1.8	Follow the organisation's procedures for ensuring the safety and security of the children and young people on arrival and departure
		1.9	Maintain records on health, safety and security as required by your organisation
		1.10	Keep toilet and washing areas clean, hygienic and stocked
2	Be able to respond to	2.1	Identify and respond to the following types

	emergencies		<p>of emergency:</p> <ul style="list-style-type: none"> <li>• Injuries</li> <li>• Signs of illness</li> <li>• Requiring evacuation of the play environment</li> <li>• Involving the security of children and young people</li> </ul>
		2.2	Remain calm and follow the correct procedures for the emergency according to agreed role and responsibilities
		2.3	Communicate clearly with those involved in the emergency
		2.4	Protect those involved in the emergency from harm
		2.5	Give reassurance and comfort to the people involved, if wanted
		2.6	Give other people providing assistance clear information about what has happened
		2.7	Follow the correct procedures for reporting and recording the emergency
3	Be able to help to safeguard the welfare of children and young people	3.1	Follow the organisation's procedures for safeguarding the welfare of children and young people
		3.2	Record and report any concerns about children and young people's welfare, being sensitive to the child and the situation
		3.3	Support the child/young person's right to their voice being heard in decisions concerning their welfare
		3.4	Encourage children and young people to be aware of potential risks to their welfare and how to protect themselves
		3.5	Respect confidential information about children and young people

<b>Unit Title:</b>	Help to Improve Own Practice and the Work of the Playwork Team		
<b>Unit No:</b>	H/600/9528		
<b>Level:</b>	2		
<b>GLH:</b>	30		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to help to improve own practice and the work of the playwork team			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Be able to reflect on own playwork practice	1.1	Take note of children and young people's responses to own playwork practice
		1.2	Ask for constructive feedback on own playwork practice from colleagues
		1.3	Take note of responses to own playwork practice from other adults
		1.4	Evaluate all aspects of own playwork practice
2	Be able to improve own playwork practice	2.1	Work with an appropriate person to: <ul style="list-style-type: none"> <li>Identify own strengths, and areas where playwork practice could improve</li> <li>Plan ways in which playwork practice could improve</li> <li>Identify goals and targets</li> </ul>
		2.2	Take part in continuing professional development that is relevant to own goals and targets
		2.3	Review own personal development
		2.4	Identify new areas of skill and knowledge to achieve new goals and targets
3	Be able to support the work of the playwork team	3.1	Support the purpose and objectives of the team
		3.2	Carry out own role and responsibilities within the team
		3.3	Communicate clearly with line manager, team members and other professionals, making sure they have the information they need
		3.4	Interact with others in a way that supports good team work
		3.5	Identify and suggest ways in which the

			team could improve its work, challenging existing practice where necessary
		3.6	Respond to differences of opinion and conflict constructively
		3.7	Seek advice and support from relevant people when needed

<b>Unit Title:</b>	Reflective Playwork Practice		
<b>Unit No:</b>	R/600/9511		
<b>Level:</b>	3		
<b>GLH:</b>	20		
<b>Credit:</b>	3		
<b>Unit details:</b> The aim of this unit is to provide learners with knowledge and understanding of reflective playwork practice			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Know how to work with children and young people to create play spaces	1.1	Describe the playworker's role in working with children and young people to create play spaces
		1.2	Explain the concept of 'loose parts' and its contribution to creating play spaces
		1.3	Give two examples of each of the following types of play spaces <ul style="list-style-type: none"> <li>• Physical</li> <li>• Affective</li> <li>• Transient</li> <li>• Permanent</li> </ul>
		1.4	Outline how each different type of play space is important to children and young people's play
		1.5	Outline how children and young people's development can affect their ability or willingness to take part in: <ul style="list-style-type: none"> <li>• creating play spaces</li> <li>• changing/adapting play spaces</li> </ul>
2	Know how to ensure a play space is inclusive	2.1	Outline why it is important to have an inclusive approach to creating play spaces
		2.2	Define 'separate', 'segregated' and 'inclusive' play provision
		2.3	Describe how to remove barriers that prevent some children and young people accessing play and play spaces
		2.4	Describe how to identify the specific needs of individual children and young people when creating play spaces and taking part in play
		2.5	Outline how to balance the rights of the

			children or young people to play in a self-directed way with the rights of others
3	Know how to identify children and young people's play needs and wants	3.1	Describe two different methods of observing children and young people at play
		3.2	Describe two methods of gaining feedback from children and young people with due regard to their preferred methods of communication
		3.3	Describe how to use information gained from observation and feedback to identify play needs and wants
		3.4	outline how children and young people's development can affect their play needs and wants
4	Know how to support children and young people's play	4.1	Outline how to identify when children and young people need support within the play space
		4.2	Describe how a playworker can support, without taking control, children and young people to adapt a play space
		4.3	Describe four possible interventions that could be used to adjust levels of challenge and stimulation during children and young people's play
		4.4	Describe how to bring play to an end in a way that is sensitive to the children and young people and their level of development and involvement
5	Be able to apply playwork practice	5.1	Identify the play needs and wants of children and young people
		5.2	Work with children and young people to create two types of play space that address their play needs and wants
		5.3	Adapt interventions to meet the play needs and wants of all children and young people
6	Know how to reflect on own playwork practice	6.1	Outline why it is important to reflect on all aspects of own playwork practice, including relationships with other people
		6.2	Outline what is meant by reflective practice

	6.3	Describe how to use observations of, and explicit feedback from, children and young people to reflect on own playwork practice
	6.4	Identify what is meant by constructive feedback
	6.5	Describe how to gather and handle constructive feedback from others, for example colleagues and parents
	6.6	Explain how to use observations and feedback to adapt own playwork practice

<b>Unit Title:</b>	Support Relationships in the Play Environment		
<b>Unit No:</b>	T/600/9520		
<b>Level:</b>	3		
<b>GLH:</b>	30		
<b>Credit:</b>	4		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to support relationships in the play environment			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Be able to develop and maintain relationships with children and young people	1.1	Establish a rapport with children and young people in the play environment
		1.2	Give respect to all children and young people in the play environment
		1.3	Actively listen to children and young people and value what they say, experience and feel
		1.4	Communicate with children and young people in a way that is appropriate to the individual, using both conventional languages and body language
		1.5	Provide children and young people with reasons for actions when appropriate
		1.6	Check that children and young people understand what is communicated
		1.7	Be responsive to children and young people's questions, ideas and suggestions
		1.8	Support children and young people in making choices for themselves
		1.9	Value all children and young people's individuality and differences
		1.10	Give attention to individual children and young people in a way which is fair to them and the group as a whole
2	Be able to support relationships between children and young people and others in the play environment	2.1	Support all children and young people to communicate effectively with others
		2.2	Encourage children and young people to understand other people's individuality, diversity and differences
		2.3	Help children and young people to understand and respect other people's feelings and points of view
		2.4	Support children and young people to develop group agreements about the way

			they interact with others
		2.5	Support children and young people experiencing transitions and other issues that impact on their behaviour and relationships
		2.6	Support children and young people who have been affected by the behaviour of others, when that support is what they want
		2.7	Where appropriate, encourage and support children and young people to deal with conflict for themselves

<b>Unit Title:</b>	Work with Children and Young People to Create Play Spaces and Support Freely Chosen Self-Directed Play		
<b>Unit No:</b>	L/600/9524		
<b>Level:</b>	3		
<b>GLH:</b>	50		
<b>Credit:</b>	7		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to work with children and young people to create play spaces and support freely chosen self-directed play			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Be able to work with children and young people to create a variety of play spaces	1.1	Use own observations, and feedback from children and young people, to identify their play needs and wants
		1.2	Work with children and young people to develop possibilities for play spaces that meet their needs and wants
		1.3	Support all children and young people to create play spaces appropriate to their individual needs and requirements
		1.4	Support children and young people to adapt play spaces to provide challenge, stimulation, rest or relaxation
		1.5	Contribute to ensuring there is sufficient flexibility, variety and choice of resources to enable children and young people to adapt the play space
		1.6	Seek advice and support from colleagues throughout this process of creating play spaces
2	Be able to support children and young people's freely chosen, self-directed play	2.1	Support all children and young people's right to play
		2.2	Observe children and young people involved in play
		2.3	Respond to play cues appropriately
		2.4	Support children and young people to explore their play spaces
		2.5	Support the play process in a way that does not undermine the children and young people's personal control and involvement
		2.6	Leave children and young people to determine the content and intent of their

		play
	2.7	Choose an intervention style that enables children and young people to extend their play
	2.8	Take part in play only when invited by children and young people through their play cues
	2.9	Intervene in children and young people's play when their or others' health, safety or welfare requires it
	2.10	Enable play to end in a way that is appropriate to the children and young people, their level of involvement and the requirements of your organisation

<b>Unit Title:</b>	Contribute to Providing Food and Drink in the Play Environment		
<b>Unit No:</b>	K/600/9529		
<b>Level:</b>	2		
<b>GLH:</b>	55		
<b>Credit:</b>	8		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to contribute to providing food and drink in the play environment			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Be able to provide food and drink in a play environment	1.1	Research specific dietary and cultural needs of children and young people in the play environment
		1.2	Contribute to providing a variety of food and drink so that children and young people can choose what and when they eat and drink within organisational guidelines
		1.3	Involve children and young people in the processes of preparation, serving and clearing away, if that is what they want
		1.4	Ensure food storage and preparation meet organisational and legal requirements
		1.5	Be responsive to any child or young person who may need support or assistance with food or drink
2	Know how to contribute to providing food and drink in the play environment	2.1	Describe relevant legal requirements relating to the storage, preparation and serving of food
		2.2	Outline the relationship between nutrition and children and young people's development
		2.3	Describe the effect of food intake on children and young people's ability to play
		2.4	Describe how food may be used as a play resource and issues related to this
		2.5	Identify the types of food and drink which are consistent with healthy eating
		2.6	Identify food and drink that meet cultural and specific dietary requirements, including allergies
		2.7	Outline how to negotiate with parents in regard to what children and young people

			should eat
		2.8	Outline the importance of children and young people participating in the selection, preparation, serving and clearing away of food and drink
		2.9	Describe risk assessments covering children and young people being in food preparation areas

<b>Unit Title:</b>	Contribute to the Administration of the Play Environment		
<b>Unit No:</b>	Y/600/9543		
<b>Level:</b>	2		
<b>GLH:</b>	50		
<b>Credit:</b>	8		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to contribute to the administration of the play environment			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Be able to process financial transactions relevant to the play environment	1.1	Record the details of transactions accurately, legibly and promptly
		1.2	Make sure all calculations are correct
		1.3	Issue and obtain receipts
		1.4	Keep all money, cheques, records and receipts securely
		1.5	Refer any issues regarding finance promptly to the appropriate person
		1.6	Follow the organisation's financial procedures
2	Be able to handle information relevant to the play environment	2.1	Respond to enquiries about arrangements for children and young people attending the play environment
		2.2	Collect the necessary information about the children, young people and their families
		2.3	Record this information clearly and fully
		2.4	Pass the information on to the responsible colleague following organisational procedures
		2.5	Treat enquirers politely and courteously and in a way that is appropriate to their needs
3	Be able to maintain records relevant to the play environment	3.1	Store the records securely but in a way which allows them to be quickly found and retrieved
		3.2	Restrict access to the records according to the agreements on confidentiality and organisational and legal requirements
		3.3	Promptly provide information to authorised people on request
4	Know how to process	4.1	Describe the organisational procedures

	payments relevant to the play environment		which must be followed for finance
		4.2	Outline why it is important to process transactions according to procedures
		4.3	Describe how to record financial transactions according to procedures and legal requirements
		4.4	Outline why it is important to issue and retain receipts
		4.5	Outline why it is important to store money, cheques, records and receipts securely
		4.6	Identify the appropriate colleague to refer issues associated with finance
		4.7	Describe the types of issues that may occur with finance and financial transactions
5	Know how to handle information relevant to the play environment	5.1	Outline why it is important to deal with enquiries promptly and courteously
		5.2	Describe the types of enquiry which are likely to be made
		5.3	Describe how to deal with a range of different enquiries
		5.4	Identify the types of enquiries which may need to be passed on to an appropriate colleague
		5.5	Identify the appropriate colleague to deal with enquiries that need to be passed on
		5.6	Describe the types of information which needs to be collected about children and their families
6	Know how to maintain records relevant to the play environment	6.1	Describe own responsibilities in relation to legislation covering data protection
		6.2	Outline why it is important to keep records complete, legible and up-to-date
		6.3	Outline why it is important to store records securely but in a way which enables them to be found quickly
		6.4	Outline the importance of confidentiality and information sharing in the play environment
		6.5	Describe how confidentiality and information sharing is maintained in own play environment

<b>Unit Title:</b>	Support the Travel of Children and Young People Outside the Play Environment		
<b>Unit No:</b>	M/600/9547		
<b>Level:</b>	2		
<b>GLH:</b>	80		
<b>Credit:</b>	13		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to support the travel of children and young people outside the play environment			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Be able to support the arrival and departure of children and young people	1.1	Gather information about the children and young people to be dropped off/picked up
		1.2	Communicate arrangements to other staff when relevant
		1.3	Remind children and young people about health and safety issues relating to arriving at and leaving the play environment
		1.4	Follow organisational procedures for staff/child ratios
		1.5	Follow agreed procedures to meet children and young people when picking up
		1.6	Follow organisational procedures to check that all children and young people have been accounted for
		1.7	Deal with any issues that may arise in a calm manner
		1.8	Behave in a way that maintains a professional relationship with the relevant organisations
2	Be able to support children and young people during travel	2.1	When necessary, remind children and young people of agreed ways to keep safe during travel
		2.2	Be sensitive to the needs of children and young people and offer help when required
		2.3	Follow your organisation's procedures for travel: <ul style="list-style-type: none"> <li>• On foot</li> <li>• By public transport</li> </ul>

			<ul style="list-style-type: none"> <li>• By private transport</li> </ul>
		2.4	Respond to children and young people's feelings and behaviour as they move from one environment to another
		2.5	Encourage children and young people to look after their belongings
		2.6	Offer children and young people assistance when required
3	Understand the principles of supporting the travel of children and young people outside the play environment	3.1	Identify the major factors relevant to organising travel for children and young people, including those to do with the safety and security
		3.2	Describe different travel arrangements which are appropriate to the individual needs of the children and young people, and the range of journeys which are being undertaken
		3.3	Outline the importance of providing children and young people and other staff/helpers with up to date and accurate information about travel arrangements in good time
		3.4	Describe typical preparations which children and young people, and members of staff, would have to make for the range of journeys
		3.5	Identify the kinds of issues that might occur when supporting children and young people's travel
		3.6	Describe contingency arrangements appropriate to the types of issues that may arise when children and young people are travelling
		3.7	Describe the organisational and legal requirements which govern organising, travel for children and young people
4	Understand how to escort children and young people outside of the play environment	4.1	Outline why it is necessary to collect the correct information on the children and young people to be escorted
		4.2	Describe the organisation's procedure for safe escorting
		4.3	Outline why it is important to be at the designated meeting place on time

	4.4	Outline the importance of using a designated route
	4.5	Describe how to ensure children and young people can enter the play environment safely
	4.6	Describe how to agree ways with children and young people to keep safe during travel
	4.7	Describe the feelings that children and young people may experience when moving from one environment to another
	4.8	Describe the behaviour that children and young people may exhibit when moving from one environment to another
	4.9	Outline how to respond to children's feelings and behaviour about travel as a playworker
	4.10	Outline how to maintain the safety and security of belongings and travel documents
	4.11	Identify the records relevant to journeys that need to be kept
	4.12	Explain the importance of record keeping when organising travel

<b>Unit Title:</b>	Facilitate a Specific Play Opportunity at Children or Young People's Request		
<b>Unit No:</b>	K/600/9532		
<b>Level:</b>	3		
<b>GLH:</b>	85		
<b>Credit:</b>	14		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to facilitate a specific play opportunity at children or young people's request			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to plan a specific play opportunity	1.1	Identify ideas for a specific play opportunity appropriate to the play environment
		1.2	Only pursue this if it is in line with children and young people's needs and preferences
		1.3	Involve the children and young people in planning the opportunity if they choose
		1.4	Create a plan for the opportunity which covers <ul style="list-style-type: none"> <li>• Reasons for undertaking the opportunity</li> <li>• Health and safety considerations</li> <li>• Children and young people's needs and preferences</li> <li>• Inclusion</li> <li>• Resources required</li> <li>• Permissions required</li> <li>• Methods and content</li> <li>• Contingencies</li> <li>• Monitoring and evaluation</li> </ul>
		1.5	Discuss the plan with the responsible colleague to gain approval
2	Be able to prepare a specific play opportunity	2.1	Select and obtain appropriate resources for the opportunity
		2.2	Prepare the requirements of the opportunity in an inclusive way, according to the plan
		2.3	Check the condition and safety of the resources to be used
		2.4	Use environmentally friendly resources and methods wherever possible

		2.5	Ensure own physical and emotional competence to facilitate the opportunity
		2.6	Gain appropriate permissions to facilitate the opportunity
3	Be able to implement a specific play opportunity	3.1	Only undertake the opportunity at the children's or young people's request or agreement
		3.2	Involve only those who wish to take part and for as long as they wish to take part
		3.3	Introduce the opportunity using inclusive methods
		3.4	Take on an appropriate role in the opportunity, adapting the role if appropriate, including: <ul style="list-style-type: none"> <li>• Observing</li> <li>• Leading</li> <li>• Taking part</li> <li>• Facilitating</li> </ul>
		3.5	Adapt and exercise flexibility with the plan in order to respond to children and young people's current needs and preferences
		3.6	Bring the opportunity to an effective close
4	Understand the principles of facilitating a specific play opportunity at children or young people's request	4.1	Describe how to ensure that the playwork principles are upheld in the context of a specific play opportunity with adult involvement
		4.2	Outline the importance of children and young people being involved in decision making in relation to specific play opportunities in their play environment
		4.3	Identify the potential barriers children and young people may experience in accessing a specific play opportunity
		4.4	Describe how to overcome potential barriers children and young people may experience in accessing a specific play opportunity
		4.5	Outline the importance of an inclusive approach in relation to planning and implementing a specific play opportunity
		4.6	Describe the reasons why a specific opportunity may be planned

		4.7	Identify when and why a specific play opportunity may not be appropriate
		4.8	Describe how to implement anti-discriminatory practice in relation to planning and implementing a specific play opportunity
		4.9	Identify the qualifications, experience and adherence to codes of practices required for a range of specific play opportunities
5	Know how to plan a specific play opportunity at children and young people's request	5.1	Outline the importance of the plan being based on the children and young people's needs and preferences
		5.2	Identify specific play opportunities that are, and are not appropriate for own play environment
		5.3	Outline the purpose of planning
		5.4	Describe what the planning process should cover and who could be involved
		5.5	Describe a range of different ways to carry out the planning process
		5.6	Outline how to check a plan for deliverability and inclusion
		5.7	Describe the range of health and safety considerations that need to be addressed at the planning stage
6	Know how to prepare a specific plan opportunity at children and young people's request	6.1	Outline the importance of only pursuing plans for specific play opportunities when the children and young people want to
		6.2	Identify who will need to provide approval for a range of specific play opportunities
		6.3	Outline the importance of gaining approvals for specific play opportunities
		6.4	Describe the potential effects a specific play opportunity could have on the environment, including your choices of materials and resources
		6.5	Outline the importance of developing group agreements for a specific play opportunity
		6.6	Describe how to develop group agreements for specific play opportunities
		6.7	Identify when group agreements are and

			are not needed
		6.8	Outline why it is important to ensure own physical and emotional competence appropriate to a specific play opportunity
7	Know how to facilitate a specific play opportunity at children and young people's request	7.1	Explain the process of facilitating a specific opportunity in the context of intervention spectrums or styles
		7.2	Describe the range of methods and techniques that could be used to facilitate a specific play opportunity
		7.3	Describe how to minimise negative effects on the environment
		7.4	Outline when different roles may be appropriate for the playworker to take on, in the context of implementing a specific play opportunity including: <ul style="list-style-type: none"> <li>• Observing</li> <li>• Leading</li> <li>• Taking part</li> <li>• Facilitating</li> </ul>
		7.5	Outline how to apply inclusion and diversity through your words and actions whilst facilitating a specific play opportunity
		7.6	Describe the levels of supervision required for a range of a specific play opportunities

<b>Unit Title:</b>	Support the Development of Playwork Opportunities in the Community		
<b>Unit No:</b>	T/600/9534		
<b>Level:</b>	3		
<b>GLH:</b>	55		
<b>Credit:</b>	8		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to support the development of playwork Opportunities in the Community			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to communicate with people in the community about own work	1.1	Identify with colleagues opportunities to promote own area of work and organisation to people in the local community, including: <ul style="list-style-type: none"> <li>• Children and young people</li> <li>• Parents and carers</li> <li>• Organisations</li> <li>• Workers in other disciplines</li> <li>• Individuals in the community</li> <li>• Children and young people who experience barriers to access</li> </ul>
		1.2	Explain the work of the organisation to people in the local community
		1.3	Give information to people about organisations who provide complementary opportunities to own organisation
		1.4	Explain how the work of own organisation is of benefit to the community
		1.5	Gain feedback from people about their views of own organisation
		1.6	Present information in an inclusive way, which meets the needs of the people being communicated with
		1.7	Keep the responsible colleague informed on your activities with people
2	Be able to support positive links and partnerships with other organisations and individuals	2.1	Find out about other organisations and individuals with whom own organisation works
		2.2	Contribute to communication with other organisations and individuals through:

			<ul style="list-style-type: none"> <li>• Meetings</li> <li>• Telecommunication</li> <li>• E or web communication</li> <li>• Printed material</li> </ul>
		2.3	Communicate positively and co-operatively with other organisations and individuals
		2.4	Discuss current and possible future links and partnership working with other organisations and individuals
		2.5	Exchange information and communication with other organisations and individuals in ways that have been agreed
		2.6	Undertake partnership working with other organisations and individuals within the framework of own organisation's policies and procedures
3	Know how to communicate with people in the community about own work	3.1	Outline the importance of promoting the value of play and playwork to the local community
		3.2	Outline the importance of promoting own play organisation to people in the local community
		3.3	Describe a range of different ways a playworker can promote their work and the work of their organisation to the community
		3.4	Describe a range of traditionally hard to reach groups and individuals
		3.5	Illustrate how to access hard to reach groups and individuals
		3.6	Outline the importance of getting feedback from people in the community about the work of the organisation
4	Know how to support positive links and partnerships with other organisations and individuals	4.1	Describe own organisation's policies and guidance relevant to promoting and forming partnerships
		4.2	Explain what is meant by networking and the importance of networking to play development
		4.3	Describe the range and variety of people and organisations with whom a

		playworker could collaborate
	4.4	Illustrate the benefits of partnership working
	4.5	Describe how to make initial contact with people and organisations who could take part in collaborative work
	4.6	Outline what it means to have positive working relationships with other organisations and individuals
	4.7	Give examples of the problems /issues that could occur when taking part in partnership work
	4.8	Describe how to respond to problems and issues that may occur during partnership working
	4.9	Explain the limits of own role in relation to partnership working and promoting own organisation
	4.10	Give examples of appropriate and inappropriate behaviour when taking part in partnership activities

<b>Unit Title:</b>	Contribute to Supporting Disabled Children and Young People in the Play Environment		
<b>Unit No:</b>	F/600/9536		
<b>Level:</b>	3		
<b>GLH:</b>	80		
<b>Credit:</b>	15		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to contribute to supporting disabled children and young people in the play environment			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Be able to prepare for playwork with disabled children and young people	1.1	Find out disabled children and young people's requirements and desires for play from relevant people
		1.2	Challenge disabling attitudes and behaviour that may prevent disabled children and young people from playing
		1.3	Use language, terminology and practice that support disabled children and young people's play
		1.4	Keep up-to-date with legislation and guidance that will develop own playwork practice with disabled children and young people
		1.5	Work with all children and young people in the play environment to adapt play so as not to compromise anyone's play experience
		1.6	Support any intimate or personal care requirements of disabled children and young people so that they can play
2	Be able to carry out playwork with disabled children and young people	2.1	Intervene in ways that support disabled children and young people to issue play cues
		2.2	Recognise, interpret and respond to play cues from disabled children and young people
		2.3	Use and modify playwork interventions sensitively
		2.4	Interpret play returns to support the extension of play by disabled children and young people
		2.5	Support disabled children and young people to engage with those play types

			that are possible for the individual
		2.6	Enable the disabled child/young person to explore and know what is available in the play environment and how it can be used
		2.7	Provide and adapt play resources during the play to extend possibilities and choice for disabled children and young people
		2.8	Initiate, adapt or spark play as appropriate to the play needs of disabled children and young people
		2.9	Reflect on your practice individually and collaboratively
		2.10	Encourage disabled children and young people to take control of their own personal care and risk management without compromise to personal safety, welfare and security
3	Understand the principles of playwork with disabled children and young people	3.1	Describe own perception of disability
		3.2	Outline the different models of disability
		3.3	Explain why the social model of disability underpins effective playwork
		3.4	Describe how to identify good play work practice when working with disabled children and young people
		3.5	Describe practices that discriminate against disabled children and their families in relation to playwork
		3.6	Identify barriers to the participation of disabled children and young people in freely chosen, self directed play
		3.7	Describe relevant legislation and guidance relating to the inclusion of disabled children
		3.8	Describe the types of social and environmental triggers which may cause some disabled children and young people alarm and/or emotional distress and/or changes in behaviour
		3.9	Explain the importance of maintaining dignity and respect for disabled children and young people in all aspects of (playwork and) intimate care

		3.10	Explain how discriminatory attitudes affect the play experience of disabled children and young people
4	Know how to support play when working with disabled children and young people	4.1	Identify the types of people from whom information can be gained to help plan for working with disabled children and young people
		4.2	Describe how play cues may be expressed by individual disabled children/young people
		4.3	Describe the components of the play cycle expressed by individual disabled children and young people
		4.4	Describe a range of interventions that can be used to respond sensitively to the play requirements and desires of individual disabled children and young people
		4.5	Describe how to respond to disabled children/young people's play cues in a way that supports play and their potential entry into a play cycle
		4.6	Explain how to identify the diverse personal and play support requirements of disabled children and young people
		4.7	Illustrate how adult intervention may enhance or compromise the play experience of disabled children and young people
		4.8	Outline the importance of giving adequate time to understanding and being understood by individual disabled children and young people
		4.9	Outline the importance of disabled children and young people being able to make their own informed choices

<b>Unit Title:</b>	Support Work with Parents and Carers in the Play Environment		
<b>Unit No:</b>	J/600/9540		
<b>Level:</b>	3		
<b>GLH:</b>	70		
<b>Credit:</b>	12		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to support work with parents and carers in the play environment			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Be able to contribute to working relationships with parents and carers	1.1	Communicate with parents and carers in a way that helps them to feel welcome and valued
		1.2	Exchange information with parents and carers in ways that meet their needs and the needs of children and young people
		1.3	Respond to disagreements or differences of opinion with parents and carers according to organisational procedures
		1.4	Keep information from and about parents and carers confidential
		1.5	Pass on information about or from parents and carers, when required by the organisation's policy
		1.6	Show that parents/carers' diversity and individuality are valued
		1.7	Respond positively to complaints and suggestions according to organisational procedures
2	Be able to support the involvement of parents and carers in the play environment	2.1	Discuss with parents and carers the possibilities of being involved in the play environment
		2.2	Work with colleagues to help find possibilities to involve parents and carers
		2.3	Help parents and carers to understand the values and policies of the play environment
		2.4	Help parents and carers to actively take part in the range of possibilities, giving them the information they need
		2.5	Help to review with parents and carers their involvement in the play environment

3	Understand the principles of working with parents and carers in the play environment	3.1	Explain why good working relationships with parents and carers are important to effective playwork
		3.2	Identify a range of issues affecting parents and carers including social, cultural, and economic pressures
		3.3	Illustrate how to help parents and carers feel welcome and valued in the play environment
		3.4	Explain why it is important to show respect for other adults' individuality
		3.5	Describe behaviour that models respect for parents and carers in the play environment
		3.6	Describe how to assure parents and carers of children who experience barriers to access that the environment is inclusive and welcomes them
4	Know how to contribute to working relationships with parents and carers	4.1	Identify a range of the information needs and expectations that parents and carers may have
		4.2	Outline the importance of clear communication with parents and carers
		4.3	Outline the importance of being sensitive to communication difficulties with parents and carers
		4.4	Describe strategies to overcome communication difficulties with parents and carers
		4.5	Outline the importance of showing that the playworker listens to parents and carers and take their views and opinions seriously
		4.6	Outline how to balance the wishes of parents and carers with the agreed procedures and policies of the organisation and the rights of the child
		4.7	Describe the importance of confidentiality
		4.8	Describe how to balance the need to respect confidential information about parents and carers with the welfare of the child
		4.9	Describe typical situations that may cause conflict with between playworkers and

			other adults
		4.10	Describe how the playworker should deal with conflict with parents and carers
		4.11	Describe the organisation's complaints procedures
5	Know how to involve parents and carers in the play environment	5.1	Describe how to encourage parents and carers to become involved in the work of the play environment
		5.2	Identify the types of opportunities that exist for parents and carers to become involved
		5.3	Describe legal requirements for parents and carers to become involved in activities in the play environment
		5.4	Describe the organisation's policies and procedures for involving parents in activities
		5.5	Explain the importance of parents and carers understanding and supporting the values and policies of the play environment, including those for inclusion
		5.6	Describe the types of guidance, information and support parents and carers may need to be involved in the play environment

<b>Unit Title:</b>	Carry Out Playwork in a School Setting		
<b>Unit No:</b>	L/600/9541		
<b>Level:</b>	3		
<b>GLH:</b>	65		
<b>Credit:</b>	11		
<b>Unit details:</b> The aim of this unit is to provide learners with the skills, knowledge and understanding required to carry out playwork in a school setting			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Be able to establish a play space within the school setting	1.1	Identify the physical space that will be used for the playwork session
		1.2	Help children, young people and adults understand where the play space exists
		1.3	Explain to children, young people and adults the difference, in terms of expectations, between the play space and other physical and emotional spaces within the school
		1.4	Advocate for children and young people's play in the wider school context
		1.5	Help protect the play space that has been created from interventions and interruptions from others
2	Be able to facilitate play in a school setting	2.1	Form agreements with the children and young people about how the space will be used, in line with the playwork principles and the schools' policies
		2.2	Use areas, materials, resources and equipment that have been agreed with appropriate colleagues in the school
		2.3	Communicate with school staff about children and young people's play experiences
		2.4	Encourage children and young people to take ownership and responsibility of the space
3	Know how to carry out playwork in a school setting	3.1	Outline the importance of play in school settings
		3.2	Describe how play can enhance school experiences for children and young people
		3.3	Recognise the differences between playwork and play based activity that may

		happen in a school setting
	3.4	Describe potential conflicts between a school agenda and the play process
	3.5	Distinguish between the role of the adult in interacting with children and young people in a playwork context to other school based adults' roles
	3.6	Outline the importance of children understanding that different expectations may be placed upon them regarding use of the same space
	3.7	Outline the importance of protecting the play space
	3.8	Explain the meaning of advocacy
	3.9	Describe how to advocate for play and playwork in a school based setting

## Appendix B: Assessment Strategy

This unit should be delivered in accordance with the FOCUS AWARDS Qualification Strategy and with reference to the National Occupational Standards.

### Methods of evaluating

Visual, verbal, written feedback

### Tutor and Assessor Requirements

It is essential that candidates are assessed by competent individuals. It is important that assessors are able to recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough knowledge and understanding of assessment and quality assurance practices and an in-depth knowledge and understanding of the qualifications for which they are assessing candidates.

### Requirements of Tutors:

Tutors should hold, or be working towards a teaching qualification. The following are acceptable:

- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate to Teach in the Lifelong Learning Sector (CTLLS)
- Diploma to Teach in the Lifelong Learning Sector (DTLLS)
- Level 3 Award in Education and Training
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training

Focus Awards will consider other teaching qualifications upon submission.

Tutors must also be able to show the following:

- Relevant technical / occupational competency in the disciplines/units they wish to teach.

### **Requirements of Assessors:**

Assessors should hold or be working towards the following:

- D32/D33
- A1 qualification
- Level 3 Award in Assessing Vocational Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocationally Related Achievement
- Possess a qualification equivalent to the qualification or units being taught/assessed or quality assured
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years
- Be knowledgeable of the framework of qualifications

Assessors must be able to show the following:

- Relevant technical / occupational competency in the disciplines/units they wish to teach.

Please note that trainee assessors will require their decisions to be countersigned by a suitably qualified assessor.

### **Requirements of Internal Quality Assurers (IQA):**

IQA's should hold or be working towards one of the following:

- D34
- V1 qualification
- Level 4 Award in the Internal Quality Assurance of Assessment
- Possess a qualification equivalent to the qualification or units being taught/assessed or quality assured
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years
- Be knowledgeable of the framework of qualifications

Please note simulation may not be not allowed in all units

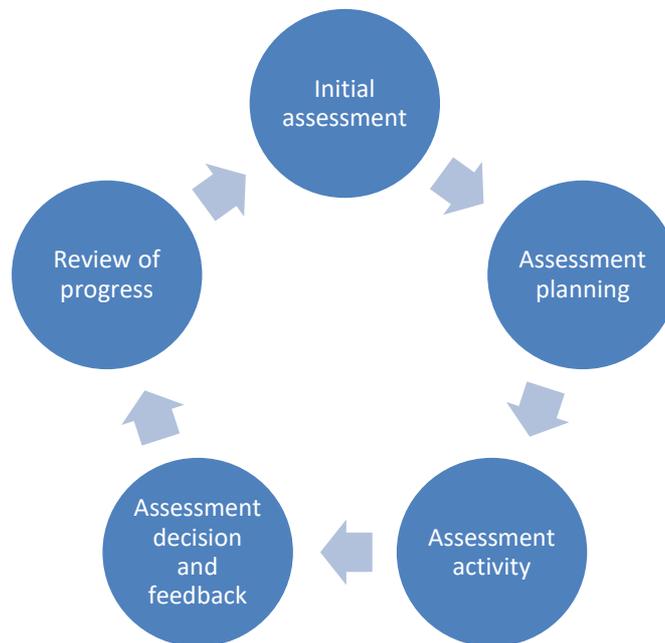
## Appendix C: Assessment Best Practice

### The assessment process

The assessment process is a systematic procedure which should be followed to give learners a positive experience. This can be achieved by following the assessment cycle. The cycle will continue until all aspects of the qualification have been achieved by your learner(s).

Throughout the cycle, standardisation of assessment practice between assessors should take place; this will ensure consistency and fairness of decisions and that all assessors interpret the requirements in the same way. Internal Quality Assurance will also take place throughout the cycle as part of your Centre's internal quality assurance arrangements.

### The assessment cycle



## **Initial Assessment**

The assessor must ascertain if the learner has any previous knowledge and/or experience of the subject/topic/unit to be assessed. This information can be obtained through application forms, interviews or professional discussions. The results of the initial assessment will give you vital information regarding your learners which you may be able to use within the assessment process for example claiming exemptions, equivalences, credit transfer or Recognition of Prior Learning (RPL). It will also give you vital information if your learner requires further training or any additional support they may need. This process might not always be carried out by the assessor, but the information obtained must be passed on to the assessor in order for them to effectively move on to the next stage of the assessment cycle and plan the learner assessment. The initial assessment is known as assessment for learning, as it helps prepare learners for assessment and identifies their potential.

## **Assessment planning**

Assessment planning should be short and medium/long term, to allow for both formative and summative assessment to take place. Inclusion of your learner(s) in the planning process will help identify what they have learnt, how and when they will be assessed and will allow for communication to take place to clarify any points or concerns.

## **Assessment activity**

The assessor must use relevant methods, approaches and activities for example observation, questioning, assignments or gathering appropriate evidence of competence. Assessment can be formative (usually ongoing and to check progress) and summative (usually at the end, that fully achieves the assessment criteria and fully concludes the assessment cycle).

## **Assessment decision and feedback**

The assessor makes a judgement of success or otherwise, giving constructive feedback and agreeing further action that may be necessary. Records of what was assessed and the decisions made should always be maintained.

## **Review of progress**

The assessor reviews the progress and achievement with the learner, discussing any other issues that may be relevant to the learning and assessment process. Within this session, the assessor will naturally start the assessment cycle again, by identifying what is the next stage in the assessment of the qualification, how the learner will achieve this and then planning the assessment.

Records should be maintained throughout all aspects of the assessment cycle and internal quality assurance activities should take place on an ongoing basis.

## **Exemptions, equivalences, credit transfer and RPL**

With the introduction of the RQF it now enables learners to avoid duplication of learning and assessment through equivalences or exemptions as follows:

- For achievements within the RQF it is possible to transfer credit (equivalence)
- Individuals with certificated achievements outside the RQF can claim exemption from the requirement to achieve credits for designated units
- If a learner has previously achieved the same unit through another awarding organisation, this will be classed as a credit transfer.

In all these cases as the learner has already had their achievement recognised, and will have received a certificate to confirm this, their achievement towards this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and **MUST NOT** be allocated any credit achievement.

**Recognition of Prior Learning (RPL)** is a system of assessment that considers whether a learner already possesses the knowledge, skills or understanding to meet the assessment requirements for a unit and determines whether the learner can be awarded the unit or can omit a particular course of learning and progress to assessment without the need for delivery. This will be displayed as a unit achievement on the certificate

It is the responsibility of all learners who have previously achieved units approved as Exemptions, Equivalences and Credit Transfers, or who will achieve through RPL, to inform Focus Awards at registration using the registration excel spread sheet.

Learners must initially make the claim to the centre and the centre has the responsibility of making the preliminary consideration. If a centre is in doubt they should contact Focus Awards for advice or clarification.

When authorising a request, all centres must ensure that appropriate documentation and evidence is reviewed, maintained and made available as required to Focus Awards staff.

### **Guided Learning Hours (GLH)**

The number of guided learning hours specified for each unit gives the minimum amount of time required for delivery of the course, it includes:

- All times when a member of staff is present to give specific guidance towards learning aims and outcomes, as well as:
- Other structured learning time such as supported individual study, directed assignments, or practice and assessments

The specified number of guided learning hours does not include time spent on work initiated by the learner; or the time tutors spend marking assignments where the learner is not in attendance.

## Assessment

To comply with Focus Awards Equality and Diversity Policy assessment practices it is a requirement that reasonable adjustments be made, where necessary, to enable individual learners to undertake assessments without bias. Please familiarise yourself with Focus guidance and the procedures for applying reasonable adjustments.

To ensure compliance, assessments must fulfil all assessment criteria and learning outcomes set out in the qualification specification and assessment strategy guidelines. The method of assessment may be adjusted to accommodate learners requiring alternative assessment methods in order to evaluate a learner's competency fairly. Detailed assessment and evidence requirements are provided in the qualification assessment strategy.

### Consistency of assessment decisions

Focus Awards strives to maintain consistency with regard to assessment decisions overarching learners, assessors and sites. This key component necessitates the following in order to meet Focus Awards stringent principles:

- Assessors are either qualified or working towards current assessor standards: Level 3 Award in Assessing Competence in the Work Environment or Level 3 Award in Assessing Vocational Achievement (A1 and D32/33 are also acceptable)
- Assessors have competency in the subjects relevant to the units that they wish to assess
- Assessors are observed at least annually by qualified IQA's during assessment
- Focus Awards make available 'Assessment Guidance' documentation for each qualification
- Standardisation exercises take place within the Centre
- Centre training days run by Focus Awards include assessment best practice

- External quality assurance is carried out by trained and qualified EQA's at least twice per year in each Centre

### **Judging authenticity**

- All centres and assessors must monitor and control the generation of evidence to ensure that evidence provided by learners is their own and is current, reliable, sufficient, valid and meets the qualification standard
- Learners must complete an assignment declaration form to confirm that the materials they present are their own work. All centres, trainers and assessors should ensure that this declaration is signed by the learners
- A Record of Achievement document must be implemented to record how the assessment criteria and learning outcomes have been sufficiently covered. By using this document and 'signing off' learners' evidence the assessors and IQAs are confirming that the assessment evidence submitted by the learner is authentic, is their own unassisted work and that it meets the stated assessment criteria and learning outcomes required
- Where the authenticity of the work is in doubt, checks to ascertain its authenticity should be carried out by the assessor, the use of oral questioning, for example, to check that the learner's knowledge matches the evidence provided
- Evidence which is not considered to be authentic should be disallowed

### **Guidance on re-submission of learner assessment**

- There is no maximum to the number of times that work may be resubmitted for assessment by the learner. However, you may wish to implement your own systems and policies for additional advice/support for those learners who have been unsuccessful on a number of occasions

- There is no limit to the number of times that the learner may redraft their assessment prior to it being submitted for assessment
- Assessors/tutors must not give learners, or lead them to, the correct answers, they may however offer some assistance to learners in completing written work, such as explaining what the questions mean or offering additional guidance when they have previously answered questions incorrectly
- Assessors/tutors should not add to learners' answers where they do not fully meet the required standard in the worksheets, etc. The learner should be asked to add to their own answers until they have demonstrated competence at the required standard

### **Use of language and stimulus materials**

It is the responsibility of each individual Centre to provide its learners with appropriate resources and assessment materials to support them in their learning journey. The resources and any assessment materials and the language they contain should be appropriate and suitable for the learners needs. They are appropriate only if they:

- Facilitate learners to demonstrate their level of attainment
- Require skills, knowledge, and understanding that are required for the qualification
- Are clear and unambiguous (except where ambiguity forms part of the assessment) and
- Are not expected to cause unnecessary offence to learners.

These materials and their use will be reviewed during EQA monitoring visits to the Centre and an EQA will take into account the following when considering whether language and stimulus materials for learning and assessment are appropriate:

- The age of learners who may realistically be expected to take the qualification
- The qualification level
- The qualification objective

- The skills, knowledge and understanding assessed for the qualification
- It comprises content or language which could lead to a group of learners sharing a common attribute or circumstance experiencing an unreasonable disadvantage in the level of achievement that they are able to demonstrate in the assessment because of that attribute or circumstance

Please note that, you must show how each of the learning outcomes has been covered for the creation of manuals or text books, and for assessment materials an evidence referencing system must be adopted to show how each of the assessment criteria has been covered.

## Appendix D: Guidance on observed assessments

### Assessment briefing

When carrying out a planned observed assessment, it is essential that the assessor carries out a briefing prior to the assessment. The assessment briefing should cover the following information:

- Where the assessment will take place
- How the assessment will be conducted
- What the student is expected to present in terms of performance evidence
- Any documentation which forms part of the assessment
- When questioning and feedback will take place
- What to do if there is a disagreement with the assessment decision (appeals procedure)
- The assessor should also use this time to let students ask questions or seek clarification on anything relating to the planned assessment. Others involved in the assessment process should be part of the assessment briefing

The assessment briefing is usually carried out in a group situation and then the assessor will briefly confirm the process with each individual before the assessment commences.

### Observing the learner

Observation involves the assessor viewing the learner while they carry out the planned tasks and is the primary method used to assess practical competence. The assessor should adhere to the following guidelines when conducting out an observed assessment:

- Involve the learner
- Carry out an adequate briefing
- Complete an assessment checklist
- Avoid carrying out an assessment in a noisy environment
- Ensure a good observational position which enables seeing and hearing the events taking place appropriately
- Avoid involvement in the assessment process except for the purpose of health and safety or when 'moving on'

- When 'moving on', use only limited dialogue, the phrase 'thank you, can you move onto the next exercise please' is sufficient
- Avoid using dialogue which could give an indication of performance such as 'well done' or 'that's great'
- Ensure that adequate time is planned for the purpose of giving immediate feedback following the assessment
- Discreet and unobtrusive methods of recording the observation should be used where possible. Shuffling paperwork can be disruptive in a quiet environment where people are focussed on what is being assessed
- Be seen to be observing, never leave the room, eat, talk to other people, use a mobile phone or any perform any other action which will distract from the observation
- Avoid using positive/negative body language such as nodding the head as this could give an indication of performance
- Following the learner's performance ensure that the feedback is delivered in a suitably private, quiet and comfortable environment

### **Suggested stages of an observation for Focus Awards Level 2 Diploma in Playwork (NVQ) (RQF)**

- **Step 1**  
Initial briefing with the learner
- **Step 2**  
Observation of the learner
- **Step 3**  
Assessor led learner/client Feedback
- **Step 4**  
Learner Evaluation with the participant (15 minutes minimum)
- **Step 5**  
Assessor Questions to assess knowledge and understanding (non-leading and open)
- **Step 6**  
Assessor Adjudication (pass/refer)

- **Step 7**  
Assessor Feedback (written and verbal concise, constructive, and relevant to performance criteria)

### **Questioning to Assess Knowledge and Understanding**

- It is essential that learners are questioned whenever there is doubt about underpinning knowledge. It is easy to assume a level of understanding by what we see during an observation
- A question should not be asked if the assessor does not see a particular performance criteria
- Questions can be divided into two types:
- Open questions start with the words, 'Who?', 'How?', 'Where?', 'What?', 'When?', and 'Why?' - These words act as prompts to enable a learner to respond and use their own words. Closed questions enable the learner to respond with a simple 'Yes' or 'No' answer. For example, "Would you report 'inappropriate' behaviour you had witnessed from a colleague?" Assessors should always use open questions when assessing underpinning knowledge
- It is a Focus Awards requirement that all questions asked as part of an assessment, AND the learner responses, are documented. These must be written out in full and then signed and dated by both the assessor and the learner
- Assessors writing "learner answered correctly" next to a question is not acceptable. If an appeal against the assessment decision is raised a clearly auditable trail of evidence which shows the question that was asked, and the learner response, must be available

### **Non-Leading Questions**

Assessors must be careful not to use questions that could give clues to a learner and lead them to the right answer. Assessors should also be aware of any opinions or preferences they may hold which could affect the way they direct their questions. It is also possible to lead a learner to an answer by the tone or inflection of the voice or through body language or facial expression. Examples of leading questions would be:

1 "How would you have adapted the play area for a child with sensory loss?"

2 “Would body language have worked as well in the session as verbal communication?”

### **Feedback**

*‘Structured, helpful information that is given to someone to suggest what can be done to improve a performance’*

- Feedback following an assessment should specifically relate to what has been assessed and how the evidence witnessed meets, or does not fully meet the standards being assessed
- Feedback should not include an assessor’s opinion and should not be delivered as criticism. Criticism is subjective it is one individual’s judgement of another person, or their work. Criticism will likely make a person feel angry or devalued; it does not boost self-confidence or assist a learner with solving a problem. Criticism indicates disapproval, dismissal, or rejection, and is unlikely to lead to the result intended; it may however create a negative situation or a hostile response
- Effective feedback should always be constructive and positive; it must be a two way process which involves the learner at all times and should be delivered using the ‘feedback sandwich’ model of placing constructive feedback between positive comments
- The assessment decision should be given to the learner at the beginning of the feedback session. The learner will then be more able to concentrate and focus on their feedback and not be distracted waiting for the pass/refer result of their performance

## Appendix E: Example Assessment Plan

Assessor name:

Learner name:

Date:

Date and timings of planned assessment	Unit/s and/or learning outcome/s to be assessed	What is to be assessed? Describe the activity or process you will observe or the product to be produced.	Assessment Method (Please see key below)	Date assessment completed

I confirm that the assessment process, the activity and evidence to be generated has been fully explained to me:

Signed by Learner: .....

Date:.....

**OQ** - Oral Questioning, **O** – Observation, **WT** - Witness Testimony, **S** - Simulation, **PD** - Professional Discussion, **WQ** - Written Questions, **A** - Assignment/Project, **WP** - Work Project, **CS** - Case Study, **RA** – Reflective Account, **RPL** – Recognition of prior learning

### Professional Discussion

<b>Learner name:</b>	
<b>Assessor name:</b>	
<b>Date:</b>	
<b>Assessment criteria / topic of discussion:</b>	<b>Learner response:</b>

<b>Assessor signature:</b>		<b>Date:</b>	
<b>Learners signature:</b>		<b>Date:</b>	
<b>Internal quality assurer signature:</b>		<b>Date:</b>	

### Assessor Question Sheet

Qualification:

Unit:

Assessor question	Learner response	Assessment criteria covered

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

### Assessor Feedback Sheet

Qualification:

Unit(s):

Performance criteria / assessment criteria	Assessor feedback

<b>Assessor signature:</b>		<b>Date:</b>	
<b>Learners signature:</b>		<b>Date:</b>	
<b>Internal quality assurer signature:</b>		<b>Date:</b>	

**Learner Assessment Record**

Evidence	Date Achieved	Assessor signature	Learner Signature

