Qualification specification

NCFE CACHE Level 3 Certificate in Playwork
QN: 501/0993/5

NCFE CACHE Level 3 Diploma in Playwork (NVQ)
QN: 501/0997/2

Contents

Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v12.1	March 2019	Safeguarding guidance added.
v12.2	February 2020	Resources section added.
v13.0	October 2020	References to Apprenticeship Frameworks removed due to withdrawal.

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain these qualifications. It also contains extra information for your tutor or assessor.

How the qualifications work

These qualifications are made up of units each representing a small step of learning. This allows the qualifications to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – cover *what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Understanding learning outcomes

There are two main types of learning outcome:
- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence-/Skills-based learning outcomes:
begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:
begin with 'Know', 'Understand' or 'Know how to'.

For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Making use of our websites

Our websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an ongoing basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

Our website

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specificion.

The website also contains information about all our qualifications, including a qualification factsheet and other supporting materials.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure site, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated website.

Section 2: About these qualifications

Qualification summary

Title	NCFE CACHE Level 3 Certificate in Playwork
Qualification number	501/0993/5
Aim	This qualification provides in-depth information about the role of the Level 3 playworker when working with children and young people between the ages of 4 to 16. It allows learners to gain an understanding of the management of play environments and the line management of other staff. The Certificate is mainly knowledge based with a limited amount of practical application, and is aimed at experienced playworkers who have a wide knowledge and understanding of children and young people and a deep appreciation of playwork principles and practice.
Purpose Ofqual code and description (where applicable)	C1. Prepare for employment in a broad occupational area Note: Does not confer competence or licence to practice
Total Qualification Time (Hours)	320
Guided learning hours	240
Credit value	32	**Minimum credits at / above Level**	32
Minimum age of learner	18
Age ranges covered by the qualification	4-16
Real work environment (RWE) requirement / recommendation	To complete this qualification, learners will need basic access to a Playwork environment.
Rules of Combination	The learner must achieve 9 mandatory units, totalling 32 credits.
Progression	This qualification intends to prepare learners for employment in playwork environments. Learners can also progress to a Foundation Degree.

Recommended assessment methods	All units will be internally assessed using a range of methods which could include: direct observation within the workplace, written assignments or a task set by us*. * NB: assessment tasks are provided for tutors' convenience. They are not mandatory.
Additional assessment requirements	All units must be assessed in line with the SkillsActive Assessment Strategy.
Grading system	Achieved/Not Yet Achieved
How long will it take to complete?	The Level 3 Certificate and Diploma can usually be completed in one year or less.
Entry requirements / recommendations	Learners should be at least 18 years old. We do not set any other entry requirements but Centres may have their own guidelines.
About this qualification	This is a regulated qualification. The regulated number for this qualification is 501/0993/5.

Qualification summary

Title	NCFE CACHE Level 3 Diploma in Playwork (NVQ)
Qualification number	501/0997/2
Aim	This qualification provides in-depth information about the role of the Level 3 playworker when working with children and young people between the ages of 4 to 16. It allows learners to gain an understanding of the management of play environments and the line management of other staff. The Diploma covers the knowledge and skills needed when working unsupervised and requires the learner to demonstrate these in the workplace. It is aimed at experienced playworkers who have a wide knowledge and understanding of children and young people and a deep appreciation of playwork principles and practice.
Purpose Ofqual code and description (where applicable)	D1: Confirm competence in an occupational role to the standards required
Total Qualification Time (hours)	650
Guided learning hours	486

Credit value	65	**Minimum credits at / above Level**	65

Minimum age of learner	18
Age ranges covered by the qualification	4-16
Real work environment (RWE) requirement / recommendation	To complete this qualification, learners will need to be working or on practical placement as they need to show competence in both knowledge and skills.
Rules of Combination	The learner must achieve 46 credits from 13 mandatory units, plus a minimum of 19 credits from the optional units.

Progression	On completing this qualification, learners could work in roles such as: • playworker in a holiday club • playwork development officer • adventure centre supervisor • hospital playworker • manager of any playwork provisions. Learners can also progress to a Foundation Degree.
Recommended assessment methods	All units will be internally assessed using a range of methods which could include: direct observation within the workplace, written assignments or a task set by us*. * NB: assessment tasks are provided for tutors' convenience. They are not mandatory.
Additional assessment requirements	All units must be assessed in line with the SkillsActive Assessment Strategy.
Grading system	Achieved/Not Yet Achieved
How long will it take to complete?	The Level 3 Certificate and Diploma can usually be completed in one year or less.
Entry requirements / recommendations	Learners should be at least 18 years old. We do not set any other entry requirements but Centres may have their own guidelines.
About this qualification	This is a regulated qualification. The regulated number for this qualification is 501/0997/2.

Introduction to the Level 3 Certificate in Playwork and the Level 3 Diploma in Playwork (NVQ)

These qualifications:

- are aimed at experienced playworkers who have a wide knowledge and understanding of children and young people and a deep appreciation of Playwork principles and practice
- support the government's wider children's workforce development strategy
- allow a stepped approach to learning with shared units between the Certificate and Diploma
- are primarily designed for those working with children and young people between 4-16 years of age in a variety of play environments
- provide learners with an opportunity to gain an understanding of line management of other staff.

Qualifications introduction and purpose

The following section is based on the SkillsActive document "SkillsActive Evidence Requirements and Assessment Guidance Level 3 Diploma in Playwork (NVQ) July 2010".

The units in these qualifications are written in line with the National Occupational Standards (NOS) for Playwork Level 3 which were approved in July 2010.

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

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

The Certificate in Playwork

Although the Certificate is free-standing, the units that make up the Certificate also sit inside the Diploma (NVQ). The Certificate units mainly cover knowledge and understanding derived from the Level 3 National Occupational Standards. It also requires a limited amount of application in a Playwork setting. This could be done in a limited period of time, for example whilst on a holiday play scheme or on work experience from a college course. The Certificate, therefore, is intended to prepare the learner for employment at Level 3, and this is its purpose. **It does not confirm occupational competence**, only that the learner is ready to enter employment as a Level 3 playworker.

How much evidence is necessary?

For the units contained in the Certificate, evidence is required for knowledge, understanding and skills with only limited requirements to show its application in practice. Knowledge and understanding for these units need only be assessed on one occasion.

The Level 3 Diploma in Playwork (NVQ)

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

The units that are unique to the Diploma are not intended to be a snapshot of the learner's work, but should provide a confirmation that the learner meets the National Occupational Standards on a consistent basis in the workplace over time. The units that are unique to the Diploma, therefore, require primary evidence to be gathered by means of fully recorded observations carried out by an A1 (or equivalent) qualified assessor who is also occupationally expert as defined by the SkillsActive Assessment Strategy, a summary of which can be found in Section 4 of this document.

It is recommended that a total of 18 hours of observation should take place, with each observation session being followed by a professional discussion. Evidence for each learning outcome and assessment criterion must be 'cross referenced', 'mapped' or 'logged' on one occasion only. Observational evidence should be supplemented by additional performance evidence, such as witness testimony, reflective accounts or professional discussion, only on occasions when the assessor has not been present or because the evidence is not generated on a frequent basis.

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

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

Refer to the assessment guidance in Section 4 of this document for information about the recommended assessment methods.

The aim of the Diploma (NVQ) is to confirm the learner's competence to work in a Level 3 work role in a playwork environment. It requires the learner to demonstrate the full application of skills, knowledge and understanding, based on the National Occupational Standards, over a period of time in a real work environment. This is reflected by including '(NVQ)' in the qualification title.

This qualification provides opportunities for the learner to progress to a management role in a playwork environment, to a playwork foundation degree and into the workforce.

More information about each individual method can be found in the **'Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance'** document, which can be found on our secure website.

Playwork principles

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

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

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

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and well-being of individuals and communities.

2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.

3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.

4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.

5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.

6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.

7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and well-being of children.

The Playwork Principles were developed by the Playwork Principles Scrutiny Group, convened by Play Wales and adopted by SkillsActive in 2005.

Further information on key points relating to play, playwork and the role of playworkers can be found in 'The Pocket Guide to Playwork', available on the SkillsActive website. www.skillsactive.com

Playwork and Early Years Foundation Stage (EYFS) Requirements

Playwork qualifications are primarily aimed at those working in Play environments with children and young people aged 4-16, although this age range is not exclusive. Playwork environments that are attended by children aged 5 or under will need to conform to Early Years Foundation Stage Practice (EYFS) requirements. Further details and the full briefing document can be found on the SkillsActive website www.skillsactive.com.

Rules of combination and progression

Level 3 Certificate in Playwork

The aim of this qualification is to provide in-depth information about the role of the Level 3 playworker. The knowledge, with a limited amount of practical application in a Playwork environment, is derived from the National Occupational Standards.

The Certificate is intended to prepare learners for employment at Level 3. It does not confirm occupational competence, only that the learner is ready to enter employment as a Level 3 playworker.

This qualification provides opportunities for the learner to progress to the NCFE CACHE Level 3 Diploma in Playwork (NVQ), to a playwork foundation degree and into the workforce. This qualification is for learners aged 18 plus.

The learner must achieve 9 mandatory units, including, totalling 32 credits.

Level 3 Diploma in Playwork (NVQ)

The aim of the Diploma (NVQ) is to confirm the learner's competence to work in a Level 3 work role in a playwork environment. It requires the learner to demonstrate the full application of skills, knowledge and understanding, based on the National Occupational Standards, over a period of time in a real work environment. This is reflected by including '(NVQ)' in the qualification title.

This qualification provides opportunities for the learner to progress to a management role in a playwork environment, to a playwork foundation degree and into the workforce.

The learner must achieve 46 credits from 13 mandatory units, including the 9 Certificate units, plus a minimum of 19 credits from the optional units.

Section 3: Units

This section includes assessment tasks for tutors' convenience.
They are not mandatory.

Unit achievement log

The star icon ☆ indicates that a unit is knowledge based.

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

Level 3 Certificate in Playwork

	Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	Hours	Notes
☆	PW 3-9	J/602/1798	Understand Playwork Principles	Knowledge	3	4	35	
	PW 3-10	L/602/1799	Understand children and young people's self-directed play	Knowledge / Skills	3	5	35	
☆	CYP Core 3.3	Y/601/1695	Understand how to safeguard the well-being of children and young people	Knowledge	3	3	25	
☆	PW 3-11	T/602/1800	Understand the organisational framework for play	Knowledge	3	4	35	
☆	CYP Core 3.7	M/601/1699	Understand how to support positive outcomes for children and young people	Knowledge	3	3	25	
	PW 3-12	A/602/1801	Understand relationships in the play environment	Knowledge / Skills	3	3	20	
☆	PW 3-13	F/602/1802	Understand health, safety and security in the play environment	Knowledge	3	2	15	
☆	PW 3-14	J/602/1803	Understand how to plan for and support children and young people's self-directed play	Knowledge	3	5	40	
	SHC 32	A/601/1429	Engage in personal development in health, social care or children's and young people's settings	Knowledge / Skills	3	3	10	
				Total credit and hours		**32**	**240**	

Level 3 Diploma in Playwork (NVQ)

	Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	Hours	Notes
☆	PW 3-9	J/602/1798	Understand Playwork Principles	Knowledge	3	4	35	
	PW 3-10	L/602/1799	Understand children and young people's self-directed play	Knowledge /Skills	3	5	35	
☆	CYP Core 3.3	Y/601/1695	Understand how to safeguard the well-being of children and young people	Knowledge	3	3	25	
☆	PW 3-11	T/602/1800	Understand the organisational framework for play	Knowledge	3	4	35	
☆	CYP Core 3.7	M/601/1699	Understand how to support positive outcomes for children and young people	Knowledge	3	3	25	
	PW 3-12	A/602/1801	Understand relationships in the play environment	Knowledge /Skills	3	3	20	
☆	PW 3-13	F/602/1802	Understand health, safety and security in the play environment	Knowledge	3	2	15	
☆	PW 3-14	J/602/1803	Understand how to plan for and support children and young people's self-directed play	Knowledge	3	5	40	
	SHC 32	A/601/1429	Engage in personal development in health, social care or children's and young people's settings	Knowledge /Skills	3	3	10	
	PW 3-15	L/602/1804	Contribute to an organisational framework that reflects the needs and protects the rights of children and young people	Skills	3	4	30	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	Hours	Notes
PW 3-16	R/602/1805	Develop and maintain a healthy, safe and secure play environment for children and young people	Skills	3	3	25	
PW 3-17	Y/602/1806	Develop and promote positive relationships in the play environment	Skills	3	3	22	
PW 3-18	D/602/1807	Plan for and support children and young people's self-directed play	Skills	3	4	30	
Total mandatory credit and hours					46	347	

Optional units

Details of these units can be found in the separate Optional Units document which can be found on our website and secure sight.

Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	Hours	Notes
PW 3-19	J/602/1834	Work with colleagues in a playwork team	Knowledge / Skills	3	10	65	
PW 3-20	L/602/1835	Engage with parents, carers and families in a play environment	Knowledge / Skills	3	10	65	
PW 3-21	R/602/1836	Administer playwork provision	Knowledge / Skills	3	8	60	
PW 3-22	Y/602/1837	Inclusive play, working with disabled children and young people	Knowledge / Skills	4	11	79	
PW 3-23	D/602/1838	Promote own organisation in the community	Knowledge / Skills	3	13	85	
PW 3-24	H/602/1839	Contribute to evaluating, developing and promoting services	Knowledge / Skills	4	11	85	
PW 3-25	Y/602/1840	Organise and supervise travel	Knowledge / Skills	3	7	45	
PW 3-26	D/602/1841	Manage a budget	Knowledge / Skills	3	11	85	
PW 3-27	H/602/1842	Recruit, select and keep colleagues	Knowledge / Skills	5	12	85	
PW 3-28	K/602/1843	Provide learning opportunities for colleagues	Knowledge / Skills	4	11	85	

Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	Hours	Notes
PW 3-29	M/602/1844	Allocate and monitor the progress and quality of work in own area of responsibility	Knowledge / Skills	4	14	95	
		Credit and hours from the Certificate and Diploma mandatory units			**46**	**347**	
		Credit required from optional units			**19**	**139 -190**	
		Total mandatory and optional credit and hours for the Diploma			**65**	**486 - 537**	

Unit layout

For each unit the following information has been provided:	
Unit title	Provides a clear, concise explanation of the content of the unit.
Organisation unit reference number	The unique number assigned by the owner of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task (set by us)*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

* *Additional information, Unit assessment guidance* and *Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information can be found.

Explanation of terms used at Level 3:
(not all verbs are used in this qualification)

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

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

Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

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PW 3-9: Understand Playwork Principles ☆

Unit reference	J/602/1798	Level	3
Credit value	4	Unit guided learning hours	35
Unit aim	This unit covers knowledge and understanding of the principles of playwork practice.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the role of, and need for, play.	1.1. Explain the innate drive for children and young people to play.		
	1.2. Analyse how play is necessary for all children and young people's development and well-being.		
	1.3. Explain what is meant by play being a biological, psychological, sociological necessity.		
2. Understand children and young people's rights in relation to play.	2.1. Evaluate the importance of the UN Convention on the Rights of the Child in relation to play provision.		
	2.2. Explain how playwork organisations seek to meet the rights of all children and young people for play.		
3. Understand the role of the playwork team in supporting children and young people's play.	3.1. Explain the importance of a team approach to supporting children and young people to create play spaces.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Explain the role of playworkers acting as advocates for play.		
	3.3. Evaluate different interventions a playwork team can use to support children and young people's play.		
	3.4. Explain the importance of balancing the needs and rights of individual children and young people with the needs and rights of others.		
	3.5. Evaluate the impact of playworkers on the play space.		
	3.6. Evaluate the impact of children and young people's play on members of the playwork team.		
	3.7. Explain the concept of reflective practice in the context of a playwork team.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: PW 3-9
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SkillsActive Playwork NOS 2010
Additional unit assessment requirements	This unit must be assessed in accordance with SkillsActive Evidence Requirements and Assessment Guidance.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Evidence Requirements and Assessment Guidance Level 3 Diploma in Playwork (NVQ) July 2010, which can be found on our website.

Assessment task – PW 3-9 Understand Playwork Principles

To be sure that children and young people gain the maximum from the play environment it is important that each playworker has a thorough understanding of Playwork Principles. These principles underpin every aspect of the play environment.

Prepare a briefing document for the playworkers in your setting which:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

- explains the innate drive for children and young people to play
- analyses how play is necessary for all children and young people's development and well being
- explains what is meant by play being a biological, psychological, sociological necessity

Task 2 links to learning outcome 2, assessment criteria 2.1 and 2.2.

- evaluates the importance of the UN Convention on the Rights of the Child in relation to play provision
- explains how playwork organisations seek to meet the rights of all children and young people for play

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 and 3.7.

- explains the importance of a team approach to supporting children and young people to create play spaces
- explains the role of playworkers acting as advocates for play
- evaluates different interventions a playwork team can use to support children and young people's play
- explains the importance of balancing the needs and rights of individual children and young people with the needs and rights of others
- evaluates the impact of playworkers on the play space
- evaluates the impact of children and young people's play on members of the playwork team
- explains the concept of reflective practice in the context of a playwork team.

PW 3-10: Understand children and young people's self-directed play

Unit reference	L/602/1799	**Level**	3
Credit value	5	**Unit guided learning hours**	35
Unit aim	This unit covers the knowledge, understanding and some elements of practice that a playworker requires to support children and young people's freely chosen, self-directed play, and to reflect on that play.		

Learner name:		**Centre no:**	
PIN:		**ULN:**	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 4 must be assessed in a real work environment by an occupational expert. Simulation is not permitted.			
1. Understand the nature of freely chosen, self-directed play.	1.1. Explain the characteristics of freely chosen, self-directed play.		
	1.2. Explain the importance of observation to analyse children and young people's play.		
	1.3. Explain why it is important to collect information other than by observation in order to analyse children and young people's play preferences.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date

2. Understand the key concepts involved in children and young people's play.	2.1. Explain the following terms, giving an example for each:
	
	• play needs and play preferences
	• the play cycle and its component:
	   - parts
	   - loose parts
	   - play spaces.		

	2.2. List the 16 play types and give examples for each.		
3. Understand how to balance requirements for health, safety and welfare with the need for stimulation, challenge and risk.	3.1. Summarise the main health, safety and security requirements that apply to a play environment.		
	3.2. Explain the benefits of risk, stimulation and challenge during children and young people's play.		
	3.3. Explain the concept of acceptable and unacceptable risk in the context of all children and young people's play.		
	3.4. Evaluate the different approaches to managing risk and risk benefit analysis during children and young people's play.		
	3.5. Explain the value of enabling children and young people to manage risk for themselves.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.6. Explain how playwork organisations seek to balance the health, safety and security of the play environment with children and young people's need for stimulation, risk and challenge.		
4. Be able to reflect on children and young people's play.	4.1. Observe play in a way that is sensitive to the children and young people involved.		
	4.2. Reflect on observations of children and young people's play.		
	4.3. Collect further information about children and young people's play and play preferences.		
	4.4. Identify a range of different play types from own observations.		
	4.5. Evaluate the impact of adult intervention on children and young people's play.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: PW 3.10
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SkillsActive Playwork NOS 2006
Additional unit assessment requirements	This unit must be assessed in accordance with SkillsActive Evidence Requirements and Assessment Guidance.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Evidence Requirements and Assessment Guidance Level 3 Diploma in Playwork (NVQ) July 2010, which can be found on our website.

Assessment task – PW 3-10 Understand children and young people's self-directed play

The opportunity for children and young people to play freely, chosen and directed by themselves, is the ethos of playwork and underpins all that occurs in a play environment.

To show your understanding of this, prepare information which:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

- explains the characteristics of freely chosen, self-directed play
- explains the importance of observation to analyse children and young people's play
- explains why it is important to collect information other than by observation in order to analyse children and young people's play preferences

Task 2 links to learning outcome 2, assessment criteria 2.1 and 2.2.

- explains the following terms, giving an example for each:
    - play needs and play preferences
    - the play cycle and its component parts
    - loose parts
    - play spaces
- lists the 16 play types and give examples for each

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6.

- summarises the main health, safety and security requirements that apply to a play environment
- explains the benefits of risk, stimulation and challenge during children and young people's play
- explains the concept of acceptable and unacceptable risk in the context of all children and young people's play
- evaluates the different approaches to managing risk and risk benefit analysis during children and young people's play
- explains the value of enabling children and young people to manage risk for themselves
- explains how playwork organisations seek to balance the health, safety and security of the play environment with children and young people's need for stimulation, risk and challenge.

CYP Core 3.3: Understand how to safeguard the well-being of children and young people

Unit reference	Y/601/1695	Level	3
Credit value	3	Unit guided learning hours	25
Unit aim	This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people.	1.1. Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people.		
	1.2. Explain child protection within the wider concept of safeguarding children and young people.		
	1.3. Analyse how national and local guidelines, policies and procedures for safeguarding affect **day to day work** with children and young people.		
	1.4. Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.		
2. Understand the importance of working in partnership with other organisations to safeguard children and young people.	2.1. Explain the importance of safeguarding children and young people.		
	2.2. Explain the importance of a child or young person centred approach.		
	2.3. Explain what is meant by partnership working in the context of safeguarding.		
	2.4. Describe the roles and responsibilities of the **different organisations** that may be involved when a child or young person has been abused or harmed.		
3. Understand the importance of ensuring children and young people's safety and protection in the work setting.	3.1. Explain why it is important to ensure children and young people are protected from harm within the work setting.		
	3.2. Explain **policies and procedures** that are in place to protect children and young people and adults who work with them.		
	3.3. Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.4. Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.		
4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed.	4.1. Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding.		
	4.2. Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting.		
	4.3. Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.		
5. Understand how to respond to evidence or concerns that a child or young person has been bullied.	5.1. Explain different types of **bullying** and the potential effects on children and young people.		
	5.2. Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place.		
	5.3. Explain how to support a child or young person and/or their family when bullying is suspected or alleged.		
6. Understand how to work with children and young people to support their safety and well-	6.1. Explain how to support children and young people's self-confidence and self-esteem.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
being.	6.2. Analyse the importance of supporting resilience in children and young people.		
	6.3. Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety.		
	6.4. Explain ways of empowering children and young people to make positive and informed choices that support their well-being and safety.		
7. Understand the importance of e-safety for children and young people.	7.1. Explain the risks and possible consequences for children and young people of being online and of using a mobile phone.		
	7.2. Describe ways of reducing risk to children and young people from: • social networking • internet use • buying online • using a mobile phone.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: CYP Core 3.3
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	CCLD 305: Protect and promote children's rights. LDSS NOS Unit 1: Contribute to the protection of children and young people from abuse HSC 34: Promote the well-being and protection of children and young people. CWDC Training, support and development standards for Foster care. Standard 6: Safeguard children and young people. UK Codes of Practice for Social Care Workers.
Additional unit assessment requirements	Unit should be assessed in line with the Skills for Care and Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Day to day work** e.g.: - childcare practice - child protection - risk assessment - ensuring the voice of the child or young person is heard (e.g. providing advocacy services) - supporting children and young people and others who may be expressing concerns. **Different organisations** e.g.: - social services - NSPCC

	- health visiting - GP - probation - police - school - psychology service. **Policies and procedures** for safe working e.g.: - working in an open and transparent way - listening to children and young people - duty of care - whistle blowing - power and positions of trust - propriety and behaviour - physical contact - intimate personal care - off site visits - photography and video - sharing concerns and recording/ reporting incidents. **Bullying** e.g.: - physical (pushing, kicking, hitting, pinching and other forms of violence or threats) - verbal (name-calling, insults, sarcasm, spreading rumours, persistent teasing) - emotional (excluding, tormenting, ridicule, humiliation) - cyberbullying (the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else) - specific types of bullying which can relate to all the above such as homophobic or gender based, racist, relating to special educational needs and disabilities.

Assessment task – CYP Core 3.3 Understand how to safeguard the well-being of children and young people

'Please keep me safe.' this simple but profoundly important hope is the very minimum upon which every child and young person should be able to depend.
Protection of Children in England 'A progress report 12th March 2009'

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

In order to support the above statement you need to compile a folder which includes:

- an outline of current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people
- an explanation of child protection within the wider concept of safeguarding children and young people
- an analysis of how national and local guidelines, **policies and procedures** for safeguarding affect **day to day work** with children and young people
- an explanation of when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice
- an explanation of how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

An important part of safeguarding children and young people is working in partnership with other organisation to ensure a robust support system. Add to your folder the following:

- an explanation of the importance of safeguarding children and young people
- an explanation of the importance of a child or young person centred approach
- an explanation of what is meant by partnership working in the context of safeguarding
- a description of the roles and responsibilities of the **different organisations** that may be involved when a child or young person has been abused or harmed.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

Policies and procedures form an important part of work place practice. It is vital to ensure that all staff have a clear understanding of the requirements and responsibilities in relation to the safeguarding of children, young people and staff. Add to your folder the following:

- an explanation of why it is important to ensure children and young people are protected from harm within the work setting
- an explanation of policies and procedures that are in place to protect children and young people and adults who work with them
- an evaluation of ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected
- an explanation of how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.

Task 4 links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

It is important that as a child care practitioner you are able to respond to a child or young person who may have been abused or harmed. Add to your folder the following:

- a description of the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
- a description of the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
- an explanation of the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.

Task 5 links to learning outcome 5, assessment criteria 5.1, 5.2 and 5.3.

As **bullying** appears to be more prevalent in society you will need to be able to identify and manage situations where bullying may occur. Add to your folder the following:

- an explanation of different types of bullying and the potential effects on children and young people
- an outline of the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place
- an explanation of how to support a child or young person and/or their family when bullying is suspected or alleged.

Task 6 links to learning outcome 6, assessment criteria 6.1, 6.2 and 6.3.

An important part of safeguarding is to empower the child or young person so that they can develop strategies to protect themselves. Add your folder the following:

- an explanation of how to support children and young people's self-confidence and self-esteem
- an analysis of the importance of supporting resilience in children and young people
- an explanation of why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety
- an explanation of ways of empowering children and young people to make positive and informed choices that support their well-being and safety.

Task 7 links to learning outcome 7, assessment criteria 7.1 and 7.2.

E-safety is an area of growing importance and you need to be informed of the issues involved in new technology. Add to your folder the following:

- an explanation of the risks and possible consequences for children and young people of being online and of using a mobile phone
- a description of ways of reducing risk to children and young people from:
  - o social networking
  - o internet use
  - o buying online
  - o using a mobile phone.

PW 3-11: Understand the organisational framework for play

Unit reference	T/602/1800	Level	3
Credit value	4	Unit guided learning hours	35
Unit aim	This unit covers the knowledge and understanding that a playworker needs to develop a framework of policies and procedures that reflect children and young people's rights.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the rights of children and young people in a playwork context.	1.1. Summarise the key legal requirements covering the rights of children and young people and those who care for them in a play context.		
	1.2. Explain the importance of the play environment having policies and procedures that reflect legal requirements.		
	1.3. Evaluate different theories and models of good practice relating to inclusion.		
	1.4. Explain how to recognise attitudinal, environmental and institutional barriers to inclusion in a play environment.		
	1.5. Explain how to promote children and young people's rights in the play environment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.6. Clarify the difference between separate, segregated, integrated and inclusive play provision.		
2. Understand how to contribute to strategies, policies and procedures that reflect children and young people's rights.	2.1. Evaluate a playwork organisation's strategies, policies and procedures in relation to the children and young people's rights.		
	2.2. Explain how to develop policies and procedures for a play environment to cover: • play and social activities • health and safety • anti-discriminatory practice • child protection and bullying • responding to behaviour.		
	2.3. Explain how to ensure that policies and procedures are put into practice.		
	2.4. Clarify the importance of reviewing policies and procedures.		
	2.5. Explain how to review policies and procedures.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: PW 3-11

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SkillsActive Playwork NOS 2010: PW6 Contribute to an organisational framework that reflects the needs and protects the rights of children and young people.
Additional unit assessment requirements	This unit must be assessed in accordance with SkillsActive Evidence Requirements and Assessment Guidance.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Evidence Requirements and Assessment Guidance Level 3 Diploma in Playwork (NVQ) July 2010, which can be found on our website.

Assessment task – PW 3-11 Understand the organisational framework for play

Integrating the use of policies and procedures within a playwork environment not only enables the setting to meet regulatory requirements but sets out a consistent approach to the management of the provision. This process will ensure that children and young people's rights are protected.

Produce an information folder which:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6.

- summarises the key legal requirements covering the rights of children and young people and those who care for them in a play context
- explains the importance of the play environment having policies and procedures that reflect legal requirements
- evaluates different theories and models of good practice relating to inclusion
- explains how to recognise attitudinal, environmental and institutional barriers to inclusion in a play environment
- explains how to promote children and young people's rights in the play environment
- clarifies the difference between separate, segregated, integrated and inclusive play provision

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

- evaluates a playwork organisation's strategies, policies and procedures in relation to the children and young people's rights
- explains how to develop policies and procedures for a play environment to cover:
  - o play and social activities
  - o health and safety
  - o anti-discriminatory practice
  - o child protection and bullying
  - o responding to behaviour
- explains how to ensure that policies and procedures are put into practice
- clarifies the importance of reviewing policies and procedures
- explains how to review policies and procedures.

CYP Core 3.7: Understand how to support positive outcomes for children and young people

Unit reference	M/601/1699	Level	3
Credit value	3	Unit guided learning hours	25
Unit aim	This unit aims to provide members of the children and young people's workforce with an understanding of the factors that can impact, both negatively and positively, on the outcomes and life chances of children and young people. It includes approaches to supporting positive outcomes including disability and specific requirements (additional needs).		

Learner name:			Centre no:	
PIN:			ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people.	1.1. Describe the **social, economic and cultural factors** that will impact on the lives of children and young people.		
	1.2. Explain the importance and impact of poverty on outcomes and life chances for children and young people.		
	1.3. Explain the role of children and young people's personal choices and experiences on their outcomes and life chances.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand how practitioners can make a positive difference in outcomes for children and young people.	2.1. Identify the **positive outcomes** for children and young people that practitioners should be striving to achieve.		
	2.2. Explain the importance of designing services around the needs of children and young people.		
	2.3. Explain the importance of active participation of children and young people in decisions affecting their lives.		
	2.4. Explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives.		
3. Understand the possible impact of disability, specific requirements (additional needs) and attitudes on positive outcomes for children and young people.	3.1. Explain the potential impact of disability on the outcomes and life chances of children and young people.		
	3.2. Explain the importance of positive attitudes towards disability and specific requirements.		
	3.3. Explain the social and medical models of disability and the impact of each on practice.		
	3.4. Explain the different types of support that are available for disabled children and young people and those with specific requirements.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people.	4.1. Explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people.		
	4.2. Compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: CYP Core 3.7
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	CCLD 308: Promote children's well-being and resilience. HSC38: Support children and young people to manage their lives. HSC310: Work with children and young people to prepare them for adulthood, citizenship and independence. UK Codes of Practice for Social Care Workers.
Additional unit assessment requirements	Unit should be assessed in line with the Skills for Care and Development Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Social, economic and cultural factors** e.g.: • personal choice • being in care system • poverty • housing and community • educational environment • offending or anti-social behaviour • health status of self or family member • disability • health support (GP, health clinic, access to A&E etc.) • addictions in family or self • bereavement and loss • family expectations and encouragement • religious beliefs and customs • ethnic/cultural beliefs and customs • marginalisation and exclusion. **Positive outcomes** for children and young people e.g.: • be healthy • stay safe • enjoy and achieve • make a positive contribution • achieve economic well-being. **Additional support** e.g.:

	• speech and language therapy • support from health professionals additional learning support • assistive technology • specialised services.

Assessment task – CYP Core 3.7 Understand how to support positive outcomes for children and young people

We live in a multi-faceted society where diverse factors can affect children and young people you have been asked by your manager to give a talk to staff and volunteers about some of the factors.

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Prepare a handout for this talk which includes:

- a description of the **social, economic and cultural factors** that will impact on the lives of children and young people
- an explanation of the importance and impact of poverty on outcomes and life chances for children and young people
- an explanation of the role of children and young people's personal choices and experiences on their outcomes and life chances.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

Create information for the parents to use in a workshop activity which includes the following:

- identification of the **positive outcomes** for children and young people that practitioners should be striving to achieve
- an explanation of the importance of designing services around the needs of children and young people
- an explanation of the importance of active participation of children and young people in decisions affecting their lives
- an explanation of how to support children and young people according to their age, needs and abilities to make personal choices and experiences.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

Following the success of your talk with parents you have been asked by your manager to undertake some professional development with staff in a team meeting in the area of disability. Prepare the following:

- an explanation of the potential impact of disability, specific requirements (additional needs) and attitudes on positive outcomes for children and young people on the outcomes and life chances of children and young people
- an explanation of the importance of positive attitudes towards disability and specific requirements
- an explanation of the social and medical models of disability and the impact of each on practice
- an explanation of the different types of support that are available for disabled children and young people and those with specific requirements.

Task 4 links to learning outcome 4, assessment criteria 4.1 and 4.2.

Your manager has allocated a volunteer to work with you for one afternoon a week for six months. As part of your support for the volunteer:

- explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people
- compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes.

PW 3-12: Understand relationships in the play environment

Unit reference	A/602/1801	Level	3
Credit value	3	Unit guided learning hours	20
Unit aim	This unit covers the knowledge and understanding that a playworker needs to build relationships with children, young people and other adults including parents and others involved in the care of children and young people.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 3 must be assessed in a real work environment by an occupational expert. Simulation is not permitted.			
1. Understand how to develop relationships with children and young people.	1.1. Explain how the development of children and young people affects the way they relate to playworkers.		
	1.2. Evaluate different strategies for helping children and young people to feel welcome and valued in the play environment.		
	1.3. Explain what is meant by 'appropriate' and 'inappropriate' behaviour when a playworker interacts with children.		
	1.4. Explain why it is important to involve children and young people in decision making.		
	1.5. Evaluate different strategies that can be used to involve children and young people in decision making.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.6. Explain how to negotiate with children and young people at different stages of development.		
	1.7. Explain different approaches that can be used to show children and young people that the playworker respects their individuality.		
2. Understand how to support communication with children and young people.	2.1. Explain the importance of the playworker communicating clearly with children and young people.		
	2.2. Explain why it is important for children and young people to be able to ask questions, offer ideas and make suggestions in the play environment.		
	2.3. Explain the importance of listening to children and young people.		
	2.4. Explain different strategies that can be used to communicate with children and young people who have communication difficulties.		
3. Be able to support communication with children and young people.	3.1. Demonstrate two-way communication with a range of children and young people.		
	3.2. Demonstrate behaviour that shows children and young people's ideas and feelings are valued.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Demonstrate different methods of supporting children and young people to communicate with others.		
4. Understand how to support children and young people in developing relationships with others.	4.1. Summarise different ways in which a playworker can help children and young people understand the value and importance of positive relationships with others.		
	4.2. Explain the importance of children and young people valuing and respecting other people's individuality and feelings.		
	4.3. Summarise different strategies a playworker can use to help children and young people value and respect other people's individuality and feelings.		
	4.4. Justify why it is important to be consistent and fair when responding to behaviour in the play environment.		
	4.5. Summarise different strategies a playworker can use when responding to children and young people's behaviour.		
	4.6. Explain why it is important for children and young people to be able to deal with conflict themselves.		
	4.7. Explain the types of support a playworker might need to give to help children and young people deal with conflict themselves.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Understand how to communicate with adults.	5.1. Explain why it is important to have positive relationships with adults in the play environment.		
	5.2. Explain the importance of clear communication with adults in the play environment.		
	5.3. Summarise different strategies the playworker can use to communicate with adults who have communication difficulties.		
	5.4. Evaluate types of situations that might lead to conflict between playworkers and other adults.		
	5.5. Explain different strategies the playworker can use to deal with conflict situations involving other adults.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: PW 3-12
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SkillsActive Playwork NOS 2010: PW8 Develop and promote positive relationships.
Additional unit assessment requirements	Learning outcome 3 must be assessed in a real work environment by an occupational expert. Simulation is not permitted. This unit must be assessed in accordance with SkillsActive Evidence Requirements and Assessment Guidance.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Evidence Requirements and Assessment Guidance Level 3 Diploma in Playwork (NVQ) July 2010, which can be found on our website.

Assessment task – PW 3-12 Understand relationships in the play environment

Communicating effectively with children, young people and adults is the basis for the development of relationships in the play environment. This unit will help to develop and extend your understanding of this important aspect of the playworker's role.

Produce an information pack for your play environment which:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 1.7.

- explains how the development of children and young people affects the way they relate to playworkers
- evaluates different strategies for helping children and young people to feel welcome and valued in the play environment
- explains what is meant by 'appropriate' and 'inappropriate' behaviour when a playworker interacts with children
- explains why it is important to involve children and young people in decision making
- evaluates different strategies that can be used to involve children and young people in decision making
- explains how to negotiate with children and young people at different stages of development
- explains different approaches that can be used to show children and young people that the playworker respects their individuality

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

- explains the importance of the playworker communicating clearly with children and young people
- explains why it is important for children and young people to be able to ask questions, offer ideas and make suggestions in the play environment
- explains the importance of listening to children and young people
- explains different strategies that can be used to communicate with children and young people who have communication difficulties

Task 3 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 and 4.7.

- summarises different ways in which a playworker can help children and young people understand the value and importance of positive relationships with others
- explains the importance of children and young people valuing and respecting other people's individuality and feelings
- summarises different strategies a playworker can use to help children and young people value and respect other people's individuality and feelings
- justifies why it is important to be consistent and fair when responding to behaviour in the play environment
- summarises different strategies a playworker can use when responding to children and young people's behaviour
- explains why it is important for children and young people to be able to deal with conflict themselves
- explains the types of support a playworker might need to give to help children and young people deal with conflict themselves

Task 4 links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3, 5.4 and 5.5.

- explains why it is important to have positive relationships with adults in the play environment
- explains the importance of clear communication with adults in the play environment
- summarises different strategies the playworker can use to communicate with adults who have communication difficulties
- evaluates types of situations that might lead to conflict between playworkers and other adults
- explains different strategies the playworker can use to deal with conflict situations involving other adults.

PW 3-13: Understand health, safety and security in the play environment

Unit reference	F/602/1802	Level	3
Credit value	2	Unit guided learning hours	15
Unit aim	This unit covers the knowledge and understanding that a playworker requires to maintain health, safety and security in a play environment.		

Learner name:			Centre no:	
PIN:			ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the requirements for health, safety and security in the play environment.	1.1. Summarise the statutory and regulatory requirements covering the health, safety and security in a play environment for: • children and young people • workers • families and visitors.		
	1.2. Explain the regulations covering manual handling and the risks associated with lifting and carrying children.		
	1.3. Explain how child development affects health, safety and security arrangements in a play environment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand health, safety and security procedures in a play setting.	2.1. Explain the procedures to follow for safety checking the following in a play environment: • facilities • equipment • toilets • washing areas • movement and activity of children and young people.		
	2.2. Explain the security procedures to follow for the arrival and departure of children and young people at a play environment.		
	2.3. Explain the procedures for the storage and administration of medicines at a play environment.		
3. Understand how to assess risk in a play environment.	3.1. Explain the theories and models of risk assessment that are used for the following: • indoor play environment • outdoor play environment • outings.		
	3.2. Explain the difference between formal and informal risk assessments.		
4. Understand how to respond to accidents and other emergencies in a play environment.	4.1. Explain the procedures to follow to record and report accidents and incidents.		
	4.2. Explain the required contents of a first aid kit.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Explain how to respond to a range of situations involving accidents and injuries, taking account of the age of the children and young people involved.		
	4.4. Describe the signs and symptoms of the common types of childhood illnesses and allergies that a playworker is likely to encounter.		
	4.5. Explain appropriate responses to a range of common childhood illnesses and allergies.		
	4.6. Evaluate the emergency procedures in a play environment for: • fire • missing children • evacuation.		
5. Understand hygiene practices in a play environment.	5.1. Explain good hygiene practices in relation to: • cross infection • systems for the disposal of different types of waste • food handling • handling bodily fluids • issues concerning the spread of HIV and hepatitis.		

Assessor sign off of completed unit: PW 3-13
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SkillsActive Playwork NOS 2010: PW7 Develop and maintain a healthy, safe and secure environment for children.
Additional unit assessment requirements	This unit must be assessed in accordance with SkillsActive Evidence Requirements and Assessment Guidance.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Evidence Requirements and Assessment Guidance Level 3 Diploma in Playwork (NVQ) July 2010, which can be found on our website.

Assessment task – PW 3-13 Understand health, safety and security in the play environment

Knowledge of the regulatory requirements and procedures which underpin health, safety and security within a play environment forms a significant part of the playworker's role.

To show your understanding of this, produce a guidance pack for your play setting which:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

- summarises the statutory and regulatory requirements covering the health, safety and security in a play environment for:
  - children and young people
  - workers
  - families and visitors
- explains the regulations covering manual handling and the risks associated with lifting and carrying children
- explains how child development affects health, safety and security arrangements in a play environment

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

- explains the procedures to follow for safety checking the following in a play environment:
  - facilities
  - equipment
  - toilets
  - washing areas
  - movement and activity of children and young people
- explains the security procedures to follow for the arrival and departure of children and young people at a play environment
- explains the procedures for the storage and administration of medicines at a play environment

Task 3 links to learning outcome 3, assessment criteria 3.1 and 3.2.

- explains the theories and models of risk assessment that are used for the following:
  - indoor play environment
  - outdoor play environment
  - outings
- explains the difference between formal and informal risk assessments

Task 4 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6.

- explains the procedures to follow to record and report accidents and incidents
- explains the required contents of a first aid kit
- explains how to respond to a range of situations involving accidents and injuries, taking account of the age of the children and young people involved
- describes the signs and symptoms of the common types of childhood illnesses and allergies that a playworker is likely to encounter
- explains appropriate responses to a range of common childhood illnesses and allergies
- evaluates the emergency procedures in a play environment for:
  - fire
  - missing children
  - evacuation

Task 5 links to learning outcome 5, assessment criteria 5.1.

- explains good hygiene practices in relation to:
  - cross infection
  - systems for the disposal of different types of waste
  - food handling
  - handling bodily fluids
  - issues concerning the spread of HIV and hepatitis.

W 3-14: Understand how to plan for and support children and young people's self-directed play

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Unit reference	J/602/1803	Level	3
Credit value	5	Unit guided learning hours	40
Unit aim	This unit covers the knowledge, understanding and some elements of practice that a playworker requires to support children and young people's freely chosen, self-directed play and reflect on their practice.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand how to plan for children and young people's self-directed play.	1.1. Explain why it is important to identify children and young people's play needs and preferences.		
	1.2. Explain how the development of children and young people affects their play needs and preferences.		
	1.3. Evaluate a range of methods for consulting with children and young people on their play needs and preferences.		
	1.4. Summarise the types of indicators and objectives that can be used to evaluate play provision.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand how to create play spaces for children and young people's self-directed play.	2.1. Explain how to create the following types of play spaces: • physical • transient • affective • permanent.		
	2.2. Explain how these play spaces could offer opportunities for a range of play experiences.		
	2.3. Explain why it is important to create play spaces that children and young people can adapt to their own needs.		
	2.4. Explain how to obtain and create resources for play spaces.		
	2.5. Explain how to work with children and young people in the creation of play spaces.		
3. Understand how to support children and young people's self-directed play.	3.1. Explain why it is important for children and young people to choose and explore play spaces for themselves.		
	3.2. Explain how to decide when is the appropriate time to provide support during children and young people's play.		
	3.3. Explain why it is important to leave the content and intent of play to children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.4. Explain why it is important to allow play to continue uninterrupted.		
	3.5. Explain why it is important not to show children and young people 'better ways' of doing things, unless they ask.		
	3.6. Explain how to identify and respond to a play cue.		
4. Understand how to help children and young people manage risk during play.	4.1. Justify why it is important to encourage and support acceptable risk taking during self-directed play.		
	4.2. Explain the levels of risk that are acceptable according to a play organisation's policies and procedures.		
	4.3. Explain how the development of children and young people affects the assessment and management of risk during self-directed play.		
	4.4. Evaluate different strategies for enabling children and young people to manage risk for themselves.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: PW 3-14
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

| Assessor name: |
| Signature: | Date: |

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SkillsActive Playwork NOS 2010: PW9 Plan and support self-directed play.
Additional unit assessment requirements	This unit must be assessed in accordance with SkillsActive Evidence Requirements and Assessment Guidance.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Evidence Requirements and Assessment Guidance Level 3 Diploma in Playwork (NVQ) July 2010 which can be found on our website.

Assessment task – PW 3-14 Understand how to plan for and support children and young people's self-directed play

Children, young people and play form the pivot of the play environment. The playworker's role is to facilitate and be prepared for every eventuality that surrounds this.

Prepare the following information which:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

- explains why it is important to identify children and young people's play needs and preferences
- explains how the development of children and young people affects their play needs and preferences
- evaluates a range of methods for consulting with children and young people on their play needs and preferences
- summarises the types of indicators and objectives that can be used to evaluate play provision

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

- explains how to create the following types of play spaces:
  - o physical
  - o transient
  - o affective
  - o permanent
- explains how these play spaces could offer opportunities for a range of play experiences
- explains why it is important to create play spaces that children and young people can adapt to their own needs
- explains how to obtain and create resources for play spaces
- explains how to work with children and young people in the creation of play spaces

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6.

- explains why it is important for children and young people to choose and explore play spaces for themselves
- explains how to decide when is the appropriate time to provide support during children and young people's play
- explains why it is important to leave the content and intent of play to children and young people
- explains why it is important to allow play to continue uninterrupted
- explains why it is important not to show children and young people 'better ways' of doing things, unless they ask
- explains how to identify and respond to a play cue

Task 4 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3 and 4.4.

- justifies why it is important to encourage and support acceptable risk taking during self-directed play
- explains the levels of risk that are acceptable according to a play organisation's policies and procedures
- explains how the development of children and young people affects the assessment and management of risk during self-directed play
- evaluates different strategies for enabling children and young people to manage risk for themselves.

SHC 32: Engage in personal development in health, social care or children's and young people's settings

Unit reference	A/601/1429	Level	3
Credit value	3	Unit guided learning hours	10
Unit aim	This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit considers personal development and reflective practice, which are both fundamental to such roles.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments. Simulation is not permitted.			
1. Understand what is required for competence in own work role.	1.1. Describe the duties and responsibilities of own work role.		
	1.2. Explain expectations about own work role as expressed in relevant **standards**.		
2. Be able to reflect on practice.	2.1. Explain the importance of reflective practice in continuously improving the quality of service provided.		
	2.2. Demonstrate the ability to reflect on practice.		
	2.3. Describe how own values, belief systems and experiences may affect working practice.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to evaluate own performance.	3.1. Evaluate own knowledge, performance and understanding against relevant standards.		
	3.2. Demonstrate use of feedback to evaluate own performance and inform development.		
4. Be able to agree a **personal development plan**.	4.1. Identify **sources of support** for planning and reviewing own development.		
	4.2. Demonstrate how to work with **others** to review and prioritise own learning needs, professional interests and development opportunities.		
	4.3. Demonstrate how to work with others to agree own personal development plan.		
5. Be able to use learning opportunities and reflective practice to contribute to personal development.	5.1. Evaluate how learning activities have affected practice.		
	5.2. Demonstrate how reflective practice has led to improved ways of working.		
	5.3. Show how to record progress in relation to personal development.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: SHC 32
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 33 CCLD 304 GEN 12 GEN 13 GCU 6 Themes recur as knowledge requirements, performance criteria and core values throughout HSC NOS.
Additional unit assessment requirements	Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy. Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments. Simulation is not permitted.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance - provided by the sector	**Standards** may include: • codes of practice • regulations • minimum standards • National Occupational Standards. **Sources of support** may include: • formal support • informal support • supervision • appraisal • within the organisation • beyond the organisation. **Others** may include: • the individual • carers • advocates • supervisor, line manager or employer • other professionals.

Assessment task – SHC 32 Engage in personal development in health, social care or children's and young people's settings

Task links to learning outcome 1, assessment criteria 1.1 and 1.2.

Personal development and reflective practice is an integral part of working with children and
/or young people. To support you in reviewing the need for personal development in relation to your work role produce the following:

- a description of the duties and responsibilities of your own work role
- an explanation of the expectations about your own work role as expressed in relevant **standards**.

(**Standards** may include: codes of practice, regulations, minimum standards or National Occupational Standards.)

PW 3-15: Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

Unit reference	L/602/1804	Level	3
Credit value	4	Unit guided learning hours	30
Unit aim	This unit assesses the competence a playworker needs to investigate children and young people's rights and needs and ensure these are met by a play environment.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3 and 4 must be assessed in a real work. Simulation is not allowed.			
1. Be able to research children and young people's needs and rights.	1.1. Research the following needs and rights of children and young people who use the play setting: • for play and social activities • for care and safety • for emotional well-being • for inclusion • for acknowledgement of identity • for information • for consultation and decision making.		
	1.2. Evaluate existing policies and procedures to ensure the needs and rights of children and young people in a play setting are being met.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to consult on children and young people's needs and rights.	2.1. Use different methods to consult with children and young people on the most effective ways a play setting can meet their needs and rights.		
	2.2. Promote children and young people's needs and rights to adults.		
	2.3. Evaluate consultation feedback, in partnership with children and young people.		
	2.4. Develop suggestions, in partnership with individual children and young people, to meet their needs and rights in a play setting.		
3. Be able to contribute to procedures that reflect children and young people's needs and rights.	3.1. Develop group agreements with children and young people on ways of meeting their needs and rights.		
	3.2. Contribute to developing organisational procedures that are based on the ways of meeting needs and rights agreed with children and young people.		
	3.3. Reach agreements on organisational procedures with children and young people and adults who use the setting.		
	3.4. Provide information on organisational procedures to the children and young people and adults who use the setting.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.5. Evaluate feedback on how well organisational procedures are working.		
	3.6. Negotiate ways of improving organisational procedures with children, young people and adults.		
4. Be able to promote a diverse and inclusive play environment.	4.1. Make sure a play environment reflects and promotes diversity and inclusion.		
	4.2. Promote the play environment to children and young people who may experience barriers to participation.		
	4.3. Provide children and young people who may experience barriers to participation with appropriate support.		
	4.4. Provide a positive role model for issues to do with inclusion and diversity.		
	4.5. Provide opportunities for children and young people to understand and value diversity and inclusion.		
	4.6. Promote diversity and inclusion to colleagues and other relevant adults, providing support where necessary.		
	4.7. Deal with words and behaviour that challenge diversity and inclusion in a way appropriate to the people involved.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: PW 3-15
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SkillsActive Playwork NOS 2010: PW6 Contribute to an organisational framework that reflects the needs and protects the rights of children and young people.
Additional unit assessment requirements	This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time. Learning outcomes 1, 2, 3 and 4 must be assessed in a real work environment. Simulation is not allowed. This unit must be assessed in accordance with SkillsActive Evidence Requirements and Assessment Guidance.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Evidence of real work activity** There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis. There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below). **Use of Supplementary Evidence** Supplementary evidence may be gathered through professional discussion, projects or case studies, (but if naturally-occurring evidence is available, this is obviously preferred).

Assessment task – PW 3-15 Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

This is a skills/competency unit only; therefore, assessment by a task is not applicable.

PW 3-16: Develop and maintain a healthy, safe and secure play environment for children and young people

Unit reference	R/602/1805	Level	3
Credit value	3	Unit guided learning hours	25
Unit aim	This unit assesses the competence a playworker needs to develop and maintain a healthy, safe and secure play environment for children and young people.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Simulation is not allowed.			
1. Be able to establish a healthy, safe and secure environment for children and young people.	1.1. Evaluate up-to-date and accurate information about the health, safety and security requirements of the play environment.		
	1.2. Identify hazards in a play environment.		
	1.3. Remove hazards that can be eliminated.		
	1.4. Assess levels of risk for hazards that cannot be eliminated.		
	1.5. Establish procedures for managing the risks associated with hazards that cannot be eliminated.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.6. Make sure all children, young people and adults using the play environment have information about the health, safety and security procedures that are relevant to them.		
	1.7. Review health, safety and security procedures in line with changing circumstances and requirements and to make improvements.		
	1.8. Keep records of hazard identification, risk assessments and health, safety and security procedures.		
2. Be able to maintain a healthy, safe and secure environment for children and young people.	2.1. Assess the health, safety and security of a play environment before, during and following work activities.		
	2.2. Make sure children, young people and adults using a play environment follow the health, safety and security procedures.		
	2.3. Provide support, when necessary, to help children, young people and adults to follow the relevant health, safety and security procedures.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Maintain supervision of children and young people as appropriate to the levels of risk and the individual children and young people involved.		
	2.5. Support children and young people to manage risk for themselves.		
	2.6. Support children and young people's awareness of their own and others' safety and their personal responsibility for the health, safety and security of others.		
3. Be able to implement procedures for accidents, injuries, illnesses and other emergencies.	3.1. Make sure that accidents, injuries, signs of illness and other emergencies are identified when they occur.		
	3.2. Follow a play environment's procedures to deal with accidents, injuries, signs of illness and other emergencies.		
	3.3. Ensure that self and others are not put at unnecessary risk.		
	3.4. Provide comfort and reassurance to those involved.		
	3.5. Ensure first aid and medication are provided according to legal requirements and the play environment's procedures.		

	3.6. Follow the legal requirements and play environment's procedures for recording and reporting accidents, illnesses, injuries, signs of illness and other emergencies.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: PW 3-16
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SkillsActive Playwork NOS 2010: PW7 Develop and maintain a healthy, safe and secure environment for children.
Additional unit assessment requirements	This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time. Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Simulation is not allowed. This unit must be assessed in accordance with SkillsActive Evidence Requirements and Assessment Guidance.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Evidence of real work activity** There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis. **Use of Supplementary Evidence** Supplementary evidence may be gathered through professional discussion, projects or case studies, (but if naturally-occurring evidence is available, this is obviously preferred).

Assessment task – PW 3-16 Develop and maintain a healthy, safe and secure play environment for children and young people

This is a skills/competency unit only; therefore, assessment by a task is not applicable.

PW 3-17: Develop and promote positive relationships in the play environment

Unit reference	Y/602/1806	Level	3
Credit value	3	Unit guided learning hours	22
Unit aim	This unit assesses the competence a playworker needs to develop and promote positive working relationships with children, young people and adults in a play environment.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3 and 4 must be assessed in a real work environment. Simulation is not allowed.			
1. Be able to develop relationships with children and young people in a play environment.	1.1. Interact with children and young people in a way that helps them feel welcome and valued in the play environment.		
	1.2. Adapt own behaviour to the age, needs and abilities of individual children and young people.		
	1.3. Negotiate with children and young people about their needs and preferences.		
	1.4. Involve children and young people in decision making as appropriate to them and their individual development.		
	1.5. Apply anti-discriminatory practice in relationships with children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.6. Maintain appropriate behaviour when working with children and young people.		
	1.7. Give attention to individual children and young people in a way that is fair to them and the group as a whole.		
	1.8. Respect confidential information about children and young people.		
2. Be able to communicate with children and young people in a play environment.	2.1. Communicate with children and young people in a way that is appropriate to their individual needs and abilities.		
	2.2. Listen to children and young people.		
	2.3. Respond to what children and young people communicate in a way that shows they are valued.		
	2.4. Ask children and young people relevant questions to clarify and confirm points.		
	2.5. Encourage children and young people to ask questions, offer ideas and make suggestions.		
	2.6. Adapt communication methods in response to communication difficulties with children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to support children and young people in developing relationships in the play environment.	3.1. Support children and young people in developing agreements about ways of behaving in the play environment and how these will be put into effect.		
	3.2. Support children and young people in understanding other people's feelings.		
	3.3. Support children and young people who have been upset by others.		
	3.4. Support children and young people to resolve conflict themselves.		
	3.5. Support other adults to develop positive relationships with children and young people in the play environment.		
4. Be able to communicate with adults in the play environment.	4.1. Communicate with adults politely and courteously and in a way that is appropriate to them.		
	4.2. Show respect for adults' individuality, needs and preferences.		
	4.3. Respond to adults' requests for information accurately within agreed boundaries of confidentiality.		
	4.4. Actively listen to adults, asking questions and clarifying points when necessary.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.5. Adapt communication methods in response to communication difficulties with adults.		
	4.6. Handle disagreements with adults in a way that will maintain positive working relationships.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: PW 3-17
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SkillsActive Playwork NOS 2010: PW8 Develop and promote positive relationships.
Additional unit assessment requirements	This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time. Learning outcomes 1, 2, 3 and 4 must be assessed in a real work environment. Simulation is not allowed. This unit must be assessed in accordance with SkillsActive Evidence Requirements and Assessment Guidance.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Evidence of real work activity** There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis. **Use of Supplementary Evidence** Supplementary evidence may be gathered through professional discussion, projects or case studies, (but if naturally-occurring evidence is available, this is obviously preferred).

Assessment task – PW 3-17 Develop and promote positive relationships in a play environment

This is a skills/competency unit only; therefore, assessment by a task is not applicable.

PW 3-18: Plan for and support children and young people's self-directed play

Unit reference	D/602/1807	Level	3
Credit value	4	Unit guided learning hours	30
Unit aim	This unit assesses the competence a playworker needs to plan for and support the self-directed play of children and young people.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3, 4, 5 and 6 must be assessed in a real work environment. Simulation is not allowed.			
1. Be able to collect information on children and young people's play needs and preferences.	1.1. Collect information on children and young people's play using the following methods: • observing children and young people at play • interacting with children and young people.		
	1.2. Investigate the needs of children and young people who experience barriers to access.		
2. Be able to analyse information on children and young people's play needs and preferences.	2.1. Analyse information about children and young people's play needs and preferences.		
	2.2. Take account of the needs of children and young people who experience barriers to access.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Take account of children and young people's ideas on their play needs and preferences.		
3. Be able to plan play spaces for children and young people's self-directed play.	3.1. Identify a range of play spaces and resources that will meet the play needs of children and young people.		
	3.2. Plan the following play spaces that will meet the needs of children and young people and can be adapted by them to meet new needs: • physical • affective • transient • permanent.		
	3.3. Make sure play spaces provide for a range of different play types.		
4. Be able to prepare play spaces for children and young people's self-directed play.	4.1. Obtain the resources needed for planned play spaces.		
	4.2. Work within available budgets to prepare play spaces.		
	4.3. Find creative ways of obtaining or making resources.		
	4.4. Create planned play spaces with children and young people's involvement.		
	4.5. Ensure play spaces are accessible for all the children and young people who take part.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.6. Ensure play spaces meet health and safety requirements.		
5. Be able to support children and young people's self-directed play.	5.1. Encourage children and young people to choose and explore a range of play spaces for themselves.		
	5.2. Provide support to children and young people in their exploration of play spaces.		
	5.3. Leave the content and intent of play to the children and young people.		
	5.4. Enable play to occur uninterrupted.		
	5.5. Enable children and young people to explore their own values when playing.		
	5.6. Ensure children and young people can develop their own play.		
	5.7. Respond to play cues according to the stage of the play cycle.		
6. Be able to support children and young people to manage risk during self-directed play.	6.1. Allow children and young people to experience and explore risk during play.		
	6.2. Identify the following types of risk when they occur: • physical • emotional • behavioural • environmental.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.3. Assess the risks posed by hazards in a way that is sensitive to the children and young people involved.		
	6.4. Raise children and young people's awareness of hazards and how to manage risk for themselves.		
	6.5. Balance the risks involved in self-directed play with the benefits of challenge and stimulation.		
	6.6. Intervene in self-directed play only when the level of risk becomes unacceptable.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: PW 3-18
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SkillsActive Playwork NOS 2010: PW9 Plan and support self-directed play.
Additional unit assessment requirements	This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time. Learning outcomes 1, 2, 3, 4, 5 and 6 must be assessed in a real work environment. Simulation is not allowed. This unit must be assessed in accordance with SkillsActive Evidence Requirements and Assessment Guidance.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Evidence of real work activity** There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis. There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below). **Use of Supplementary Evidence** Supplementary evidence may be gathered through professional discussion, projects or case studies, (but if naturally-occurring evidence is available, this is obviously preferred).

Assessment task – PW 3-18 Plan for and support children and young people's self-directed play

This is a skills/competency unit only; therefore, assessment by a task is not applicable.

Section 4: Assessment and quality assurance information

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 different learning styles and 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 Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
A	Direct observation of learner by assessor - by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* - when directed by the Sector Skills Council or other assessment strategy/principles	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence - may include simulation**	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance.

** **Simulation**. A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategies and principles relevant to this qualification

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

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in *the "Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance".*

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

Skills for Care and Development Assessment Principles / CACHE 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

SkillsActive Assessment Strategy and Principles

Units of the Certificate (predominantly Knowledge learning outcomes)
- **Assessors** will need to be occupationally competent and SkillsActive additionally recommend that they are trained and experienced in assessment
- **Internal Quality Assurers** will need to be occupationally competent and SkillsActive additionally recommend that they are trained and experienced in making quality assurance decisions

Units unique to the Diploma (predominantly 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 competent and qualified to make quality assurance decisions

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Section 5: Documents and resources

Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of these qualifications.

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on the secure website.

Resources

The resources and materials used in the delivery of these qualifications, must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Safeguarding guidance

To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit: www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations.

Resource requirements

Learners must have access to settings where self-directed, child initiated play takes place in order for the Playwork qualifications to be successfully be accessed.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualification page on our website for more information and to see what is available for this qualification.

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Information in this qualification specification is correct at the time of publishing but may be subject to change.

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

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