

Level 5 Diploma in Playwork (4964-05)

October 2017 Version 1.1



Qualification at a glance

Subject area	Playwork
City & Guilds number	4964
Age group approved	18 +
Entry requirements	N/A
Assessment	Portfolio of evidence/assignments
Fast track	Available
Support materials	Qualification handbook Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 5 Diploma in Playwork	381	600	4964-05	600/6936/3

Version and date	Change detail	Section
1.1 October 2017	Added TQT details	Qualification at a glance & Structure
	Deleted QCF	Throughout



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1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	This qualification has been developed specifically for learners who, as experienced playworkers, are developing, leading and reviewing permanent or temporary play provision within a changing environment .
What does the qualification cover?	This qualification has been designed to assess the knowledge and skills necessary to develop, lead and review play provision. Set within an analytical and reflective construct, the learner must understand and apply the Playwork Principles (see Appendix 1) in order to develop and implement an organisational framework for children and young people's play.
Who did we develop the qualifications with?	This qualification was developed in association with SkillsActive.
What opportunities for progression are there?	This qualification may enable learners to progress into employment as: <ul style="list-style-type: none">• managers of playwork settings• playwork development officers• trainers/lecturers or to the following qualifications: <ul style="list-style-type: none">• generic management qualifications• PTTLs• foundation degree/degree.

Structure

To achieve the Level 5 Diploma in Playwork, learners must achieve **60 credits** from the ten mandatory units listed in the table below.

Level 5 Diploma in Playwork			
Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
A/601/1429	317	Engage in personal development in health, social care or children's and young people's settings	3
A/502/9158	405	Understand the principles and theories underpinning playwork provision	9
R/502/9165	406	Understand how to work with colleagues and other key partners to develop an organisational framework for children and young people's play	6
D/502/9167	407	Understand how to establish and develop working relationships to support children and young people's play	3
Y/502/9166	502	Understand how to develop, manage and review operational plans for play provision	7
H/502/9168	503	Understand how to research, design and facilitate possibilities for children and young people self-directed play	8
K/502/9169	504	Work with colleagues and other partners to develop an organisational framework for play	7
J/502/9194	505	Develop, manage and review operational plans for play provision	6
A/502/9192	506	Establish and develop working relationships to support children and young people's play	5
F/502/9193	507	Research, design and facilitate possibilities for children and young people's self-directed play	6

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 5 Diploma in Playwork	381	600



2 Centre requirements

Approval

Centres that have previously offered 4964-06 (Level 4 Certificate in Playwork) will receive automatic approval.

Centres who have previously offered 4834-40 (NVQ Level 4 in Playwork) will be able to gain fast track approval to this qualification by completing and submitting the **Fast Track Approval Form**, available from the City & Guilds website.

Centres should use the Fast Track Form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Resource requirements

This document must be used with close reference to the **SkillsActive Assessment Strategy for the Playwork NVQs**.

Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the relevant occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training.
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but must never quality assure their own assessments.

The Level 5 Diploma (NVQ) is designed to confirm competence and therefore falls under the requirements of the Skills Active Assessment Strategy for the Playwork NVQs at

<http://www.skillsactive.com/skillsactive>

and the Skills for care and development assessment principle at <http://www.skillsforcareanddevelopment.org.uk>

These specify the qualifications and experience required for playwork assessors and verifiers.

Assessor requirements

Centre staff should hold, or be working towards, the relevant Assessor/Internal Quality Assurer TAQA qualification for their role in delivering, assessing and verifying this qualification, and meet the relevant experience requirements outlined above.

The Skills Active assessment strategy also states that qualified assessors of competence based units must hold an A1 or equivalent suitable alternative qualification

Assessors of competence based units may also make assessment decisions on knowledge based unit and learning outcomes.

Although preferable, it is not essential for Assessors of knowledge based units (ie those units within the Level 4 Award and Certificate) to hold an A1 or its equivalent. Assessors of the knowledge only units must:

- be occupationally knowledgeable. This means that each assessor should be trained and experienced in assessment and should possess relevant knowledge and understanding to assess units.

It is desirable for Assessors of the Level 5 Diploma in Playwork (NVQ) to have:

- a relevant and nationally recognised Playwork training course or qualification in England/Wales and Northern Ireland at level 4 or above, or an action plan to achieve such. This must be agreed in advance with the External Quality Assurer.

Internal Quality Assurer (IQA) requirements

Centre staff should hold, or be working towards, the relevant Assessor/Internal Quality Assurer TAQA qualification for their role in delivering, assessing and verifying this qualification, and meet the relevant experience requirements outlined above.

The skills Active assessment strategy also states that Qualified IQAs must hold a VI or equivalent suitable alternative qualification.

It is desirable for Internal Quality Assurers of the Level 5 Diploma in Playwork (NVQ) to have:

- a relevant and nationally recognised Playwork training course or qualification in England/Wales and Northern Ireland at level 4 or above, or an action plan to achieve such.

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

Additional assessor and internal quality assurer (IQA) requirements

In addition to the requirements listed above, assessors and Internal Quality Assurers of the Level 5 Diploma in Playwork (NVQ) **must** also:

- have worked with children and young people as a Playworker in settings underpinned by the Playwork Principles (Appendix 1).
- demonstrate Playwork experience, knowledge and skills at the appropriate level to make accurate judgements about others' competence.
- have knowledge and understanding of, and commitment to, the Playwork Principles (Appendix 1)
- have actively and consistently participated in a process of current and relevant continuous professional development to keep up to date with best Playwork practice at the appropriate level. This must be evidenced by a reflective account (this could include attendance at sector training days, seminars and conferences, training, reading and face to face work).

Guidance for the assessment and verification for imported units

Unit 317 (SHC 32) Engage in personal development in health, social care or children's and young people's settings was developed by Skills for Care and Development and has been imported into this qualification.

Unit 317 must be assessed in accordance with the Skills for Care and Development as follows:

Knowledge learning outcomes

Assessors must be occupationally knowledgeable and qualified to make assessment decisions.

Internal quality assurers must be occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/ skills based learning outcomes

Assessors must be occupationally competent and qualified to make assessment decisions.

Internal Quality Assurers must be occupationally knowledgeable and qualified to make quality assurance decisions.

Assessors and Internal Quality Assurers must provide evidence of continuing learning and professional development. This must include learning and development that is sector specific and concerned with best practice in learning delivery and assessment practice. This could include attendance at sector training days, seminars and conferences, training, reading and face to face work.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area. Centres must further ensure that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

Generally, there is no prescribed recommended prior knowledge, attainment or experience needed to gain access to this qualification.

Learners will be employed within the industry and as such would have been through a selection process. It is recommended that potential candidates are initially assessed on entry, so that levels of literacy, numeracy, communication skills, and sector understanding can be determined. This initial assessment should consider previous qualifications and practical experience.

The Level 5 Diploma includes the Level 4 Award and Certificate units. The latter constitutes the knowledge and understanding from the National Occupational Standards. The full Level 5 Diploma is intended to confirm the learner's occupational competence. In order to gain the Diploma the learner is required to demonstrate the full application of the knowledge and understanding over a period of time. This must occur within the workplace.

Age restrictions

City & Guilds cannot accept any registrations for candidates under the age of 18 as this qualification is not approved for such candidates.

Other legal considerations

The following legal considerations apply to this qualification:

- Criminal Records Bureau (CRB) checks in relation to working with children.



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs, support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the type and level of qualification that is appropriate to them.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualifications, their responsibilities as a candidate and the responsibilities of the centre. This information can be recorded on a learning contract.

Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of this qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

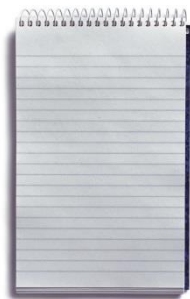
- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability.

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills

Support materials

The following resources are available for this qualification:

Description	How to access
Qualification Handbook	www.cityandguilds.com
Assessment Pack	www.cityandguilds.com
Fast Track Approval Form	www.cityandguilds.com



4 Assessment

Assessment of the Level 5 Diploma includes the Level 4 Award and Certificate units. The latter constitutes the knowledge and understanding from the national occupational standards. City & Guilds has developed assignments for these units. An Assessment Pack containing exemplar assignments is available as a separate document at www.cityandguilds.com.

If learners elect to use assignments as part of their assessment, they must successfully complete one assignment for each mandatory unit. Each assignment may consist of more than one task. City & Guilds has written exemplar assignments, included in an Assessment Pack available for download at www.cityandguilds.com

Alternatively, centres can use:

- oral or written questions, professional discussion, reflective account or projects.

Centres using the above alternative assessment methods will need to have these checked by their Qualification Consultant to ensure all assessment criteria is covered. Assessors must keep accurate records of these assessments, when and how they were done and their outcomes.

However the main evidence for the Level 5 Diploma in Playwork (NVQ) must be collected and evaluated by an occupationally expert and qualified assessor. The assessor will observe the learner's regular work practice, examine products of their work, collaborate with expert witnesses and conduct professional discussions. Reflective journals may also be used to supplement observed evidence and to confirm consistency of practice over time.

Simulation may only be used when identified in within a specific unit ie Unit 506.2.7.

Assessment strategy

Holistic assessment

Whilst the Diploma in Playwork is broken down into separate units of assessment, the work of the playworker is not. This means that, as the playworker learns and applies the knowledge and skills when working with children and young people, they are likely to generate evidence across a number of units of assessment. Using this evidence for all the units it relates to is part of a holistic approach to assessment.

Many of these units cover interrelated responsibilities, and much of the evidence for these is likely to come from questioning the learner to ensure they have the necessary knowledge and skills and observing them putting these knowledge and skills into practice.

Separate assessments for each of these units should only be necessary if the learner is not attempting whole qualifications, but is seeking single unit achievement only. If more than one unit is being attempted, opportunities should also be sought for a 'holistic' approach.

How much evidence is necessary?

For the units contained in the Diploma, evidence is required for knowledge, understanding and skills with only limited requirements to show their application in practice. Knowledge and understanding for these units need only be assessed on one occasion. Appropriate assessment methods may include: oral and written questioning, projects and assignments and professional discussion. Assessors must keep accurate records of these assessments, when and how they were done and their outcomes.

In the case of very few learning outcomes and assessment criteria, assessors and internal quality assurers should be aware that opportunities for the learner to generate appropriate evidence may be rare, and therefore it will be acceptable to use 'historical evidence' – ie evidence produced before the learner has registered for this qualification. However, this evidence should not be more than two years old and should be validated as being authentic.

Collecting evidence

When collecting evidence, assessors need to ensure that:

- evidence comes from work situations where the learner is carrying out their everyday practice
- these situations should be as natural as possible and not staged for the purposes of assessment.

Once a learner has demonstrated that they are competent for specific learning outcomes and criteria, evidence can be cross referenced to the units according to the awarding bodies/assessment centre's processes.

Knowledge and understanding

All knowledge and understanding should be rooted in practice; ie a learner should reflect on examples from their day-to-day work to show their knowledge and understanding in practice and the principles that underpin this. There must be evidence that the learner possesses all of the knowledge and understanding required by the units. In most cases this will be done through professional discussion, reflective account, questioning or post-observation feedback. Other techniques, such as written questions, projects and assignments might also be appropriate so long as they are still rooted in the learner's practice.

Time constraints

All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification.

RPL is allowed and is also sector specific. Centres must ensure that a robust process exists to support RPL. The Policy and Guidelines relating to RPL can be found on the City & Guilds Website at

<http://www.cityandguilds.com/Provide-Training/Centre-Support/Centre-Documents-Library/Policies-and-Procedures>



5 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 317

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

UAN:	A/601/1429
Level:	Level 3
Credit value:	3
Guided learning hours:	10
Relationship to NOS:	<p>This unit is linked to the following:</p> <ul style="list-style-type: none">• CCLD 304• GCU 6• GEN 12 GEN 13• HSC 33 <p>Themes recur as knowledge requirements, performance criteria and core values throughout HSC NOS.</p>
Endorsement by a sector or regulatory body:	<p>This unit is endorsed by Skills Active, the Sector Skills Council for active leisure, learning and well-being.</p>
Aim:	<p>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 introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.</p>

Learning outcome
The learner will: 1 Understand what is required for competence in own work role
Assessment criteria
The learner can: 1.1 describe the duties and responsibilities of own work role 1.2 explain expectations about own work role as expressed in relevant standards.

Range
<p>1.2 Standards may include:</p> <ul style="list-style-type: none"> • codes of practice • regulations • minimum standards • national occupational standards • value base (principles).

Learning outcome
<p>The learner will:</p> <p>2 Be able to reflect on practice</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 explain the importance of reflective practice in continuously improving the quality of service provided</p> <p>2.2 demonstrate the ability to reflect on practice</p> <p>2.3 describe how own values, belief systems and experiences may affect working practice.</p>

Range
<p>2.1 Importance of reflective practice: to prioritise opportunities, to think in detail about, to show or express, contemplate, mull something over, ponder, look back on. Write and think about the reasons why. Make focused connections between practice and understanding of theory.</p>

Learning outcome
<p>The learner will:</p> <p>3 Be able to evaluate own performance</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 evaluate own knowledge, performance and understanding against relevant standards</p> <p>3.2 demonstrate use of feedback to evaluate own performance and inform development.</p>

Range
<p>3.1 Relevant standards: these should always be the value base of Playwork which are currently the Playwork Principles and the requirements of the home country, eg England – Ofsted. (See Appendix 1).</p>

Learning outcome
The learner will: 4 Be able to agree a personal development plan
Assessment criteria
The learner can: 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.

Range
<p>4.1 Sources of support may include:</p> <ul style="list-style-type: none"> • formal support • informal support • supervision • appraisal • within the organisation • beyond the organisation. <p>4.2 Others may include:</p> <ul style="list-style-type: none"> • the individual • carers • advocates • supervisor, line manager or employer • other professionals.

Learning outcome
The learner will: 5 Be able to use learning opportunities and reflective practice to contribute to personal development
Assessment criteria
The learner can: 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.

Unit 317 Engage in personal development in health, social care or children's and young people's settings

Supporting information

Evidence requirements

The candidate must provide the assessor with evidence for all the learning outcomes and assessment criteria. The evidence must take into account any of the special considerations below.

Special considerations:

Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy.

Unit range

A personal development plan may have different names but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review.

Unit 405

Understand the principles and theories underpinning playwork provision

UAN:	A/502/9158
Level:	Level 4
Credit value:	9
Guided learning hours:	60
Relationship to NOS:	SkillsActive Playwork NOS 2007
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills Active, the Sector Skills Council for active leisure, learning and well-being.
Aim:	This unit assesses the knowledge and understanding a playworker needs concerning the principles and theories of playwork.

Learning outcome
The learner will: 1 Understand the role and value of play to children and young people
Assessment criteria
The learner can: 1.1 explain the need for children and young people to engage in freely chosen, intrinsically motivated, self-directed play 1.2 evaluate the short and long term benefits of play to children and young people 1.3 evaluate what is meant by play being 'freely chosen, personally directed and intrinsically motivated' in the context of organised play provision 1.4 review the contribution of the United Nations Convention on the Rights of the Child in relation to play provision.

Range
1.3 Organised play provision: an organisation or group that is specifically formed, informally or formally for the sole purpose of providing play, eg holiday playscheme.

Learning outcome
The learner will: 2 Understand the theories that underpin effective playwork provision
Assessment criteria
The learner can: 2.1 explain the context for assumptions, values and principles and their evolution 2.2 critically compare different playwork theories and models 2.3 explain the contribution of other disciplines, such as psychology, biology, and sociology to our understanding of children and young people's play 2.4 evaluate conflicting concepts of play provision, for example socialisation, education, protection, and compensation 2.5 compare the strengths and weaknesses of different strategies to risk management in relation to children and young people's play.
Range
2.1 Principles: the eight principles of playwork that form the current value base for all playwork aspects (see Appendix 1).

Learning outcome
The learner will: 3 Understand the role of the playwork organisation in supporting children and young people's play
Assessment criteria
The learner can: 3.1 explain the importance of an organisational framework for supporting children and young people's play 3.2 explain how playwork theory should underpin an organisational framework for children's and young people's play 3.3 analyse the roles of different organisations in the context of integrated services and their impact on play provision 3.4 explain the role of the playwork organisation as an advocate for play 3.5 critically compare different methods a playwork organisation can use to support children and young people's play 3.6 evaluate how a playwork organisation should balance the needs and rights of individual children and young people with the needs and rights of others.
Range
3.1 Importance of an organisational framework A co-ordinated approach for the play facility by having recognisable policies and procedures that will always be transparent and support the aims and objectives of play.
3.3 Integrated services An intermixing of all services to ensure inclusion takes place.

Unit 405 **Understand the principles and theories underpinning playwork provision**

Supporting information

Evidence requirements

The link below relates to the evidence requirements for NVQs in Playwork

www.skillsactive.com/common-unit-qualifications

Unit 406

Understand how to work with colleagues and other key partners to develop an organisational framework for children and young people's play

UAN:	R/502/9165
Level:	Level 4
Credit value:	6
Guided learning hours:	35
Relationship to NOS:	SkillsActive Playwork NOS 2007
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills Active, the Sector Skills Council for active leisure, learning and well-being.
Aim:	This unit assesses the knowledge and understanding a playworker needs in order to work with others to develop an organisational framework for play provision.

Learning outcome
The learner will: 1 Understand the importance of an organisational framework for children and young people's play provision
Assessment criteria
The learner can: 1.1 explain the importance of playwork organisations having values, policies and procedures 1.2 evaluate how organisational values, policies and procedures can uphold children and young people's rights and opportunities for play 1.3 explain the importance of, a playwork organisation, developing playwork policy and practice.

Range
1.1 Values – the ethical standards of playwork currently the Principles (see Appendix 1). Policies - specific aims of what the organisation wishes to do. Procedures - actions that need to be followed to ensure the policy is put into practice.

Learning outcome
The learner will: 2 Understand how to research the social, economic, political, legal and ethical context in which a playwork organisation operates
Assessment criteria
The learner can: 2.1 explain why it is important for playwork organisations to understand the social, economic, political, legal and ethical context in which they operate 2.2 explain how to access relevant sources of information on the social, economic, political, legal and ethical context in which a playwork organisation operates 2.3 explain how to make use of information on the social, economic, political, legal and ethical context in which a playwork organisation operates.

Range
2.1/ 2.3 Legal - Current laws and regulations in Home Country (England, Wales, Northern Ireland and Scotland) that playwork settings must follow eg Ofsted (England). Ethical – The value-base of play – currently the Principles. 2.2 Relevant sources of information - eg National Play Strategies these are available from the Sector Skills website (SkillsActive), NOS, Play England, Play Wales, Play Scotland, Playboard (NI).

Learning outcome
The learner will: 3 Understand how to research aspects of playwork practice relevant to an organisation's provision
Assessment criteria
The learner can: 3.1 explain why it is important for playwork organisations to constantly review playwork practice in relation to the context in which they operate 3.2 explain how to access relevant sources of information on playwork practice, including strategies relating to: <ul style="list-style-type: none"> • adult intervention • care and safeguarding • inclusion • risk management • behaviour management for managing transitions 3.3 explain how to make use of information on contemporary playwork practice in relation to the context in which a playwork organisation operates.

Range
<p>3.2 Relevant sources of information – eg; National Play Strategies these are available from the Sector Skills website (SkillsActive), NOS, Play England, Play Wales, Play Scotland, Playboard (NI).</p> <p>Strategies: overall plans and aims.</p> <p>Inclusion: open and accessible to all, with barriers removed.</p> <p>Transitions: the emotional and physical stages that a child or young person may pass through that may not naturally occur eg; family break up, bereavement, moving house.</p>

Learning outcome
<p>The learner will:</p> <p>4 Understand how to work with colleagues, children, young people and other key partners to develop playwork policy and practice</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 explain the importance of working with colleagues, children, young people and other key partners, when developing playwork policies and practice</p> <p>4.2 explain how to identify key partners to work with on developing playwork policies and practice</p> <p>4.3 explain how to review a playwork organisation’s current framework in the light of research findings</p> <p>4.4 evaluate different methods of consulting with colleagues, children, young people and other key partners on developing playwork policy and practice</p> <p>4.5 evaluate different methods of influencing policy and practice within a playwork organisation.</p>

Range
<p>4.1 Key partners: parents/carers, local community, local organisations eg; schools, sports clubs.</p> <p>4.3 Research findings: information that has been gleaned from research both personal and organisational including ‘evidence based’.</p>

Unit 406 **Understand how to work with colleagues and other key partners to develop an organisational framework for children and young people's play**

Supporting information

Evidence requirements

The link below relates to the evidence requirements for NVQs in Playwork
www.skillsactive.com/common-unit-qualifications

Unit 407

Understand how to establish and develop working relationships to support children and young people's play

UAN:	D/502/9167
Level:	Level 4
Credit value:	3
Guided learning hours:	21
Relationship to NOS:	This unit is linked to the SkillsActive Playwork NOS 2007: D16 Establish and develop working relationships
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Skills Active, the Sector Skills Council for active leisure, learning and well-being.
Aim:	This unit assesses the knowledge and understanding a playworker needs in order to establish and develop working relationships which support children and young people's play.

Learning outcome
The learner will: 1 Understand how to establish and develop working relationships with colleagues in a playwork context
Assessment criteria
The learner can: 1.1 summarise the processes that should be followed to help colleagues adjust to and develop their roles and responsibilities 1.2 explain why it is important to ensure every playwork team member understands and supports the roles and responsibilities of others in the team 1.3 explain the benefits of good communication in a playwork team 1.4 explain why it is important to maintain agreements with colleagues and what to do if this is not possible 1.5 explain the importance of team members giving and receiving feedback on their performance 1.6 explain how to give and receive feedback on performance 1.7 analyse the types of conflict that may occur in a playwork team and how to resolve these.

Range
<p>1.1 Processes: Induction, supervision, continual professional development, 'buddying', peer mentoring.</p> <p>1.4 Agreements: decisions made after discussion, these can be formal and informal.</p> <p>1.7 Types of conflict: the types maybe from differing professional perspectives, issues linked to hierarchy in team, workload and even personality issues.</p>

Learning outcome
<p>The learner will:</p> <p>2 Understand how to establish and develop working relationships with other professionals in a playwork context</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 describe the types of other professionals with whom playworkers may need to liaise</p> <p>2.2 explain the importance of agreeing respective roles, responsibilities and boundaries with other professionals</p> <p>2.3 explain the importance of agreeing common objectives, ways of working and communicating with other professionals</p> <p>2.4 explain how to communicate with other professionals in a way that meets their expectations</p> <p>2.5 summarise good practice, values and ethical requirements when liaising with other professionals</p> <p>2.6 explain how to handle disagreements with other professionals.</p>

Range
<p>2.1 Types of other professionals – eg teaching staff at local school, staff at leisure centre, social workers, GPs, councillors/officers local authority.</p>

Learning outcome
The learner will: 3 Understand how to facilitate reflective practice and the sharing of knowledge in a playwork context
Assessment criteria
The learner can: 3.1 explain the importance of all those working with children and young people sharing knowledge and experience in relation to reflective practice 3.2 describe how to create and make use of opportunities for others to discuss their experiences 3.3 explain how to foster an environment in which people feel happy to reflect on and discuss what they are doing and the challenges they face 3.4 summarise the essential skills in listening to others and helping others to evaluate and learn from their own experiences 3.5 describe the types of situations in which colleagues are faced with challenges that must be referred to others.

Learning outcome
The learner will: 4 Understand legal and good practice requirements in relation to the sharing of information
Assessment criteria
The learner can: 4.1 summarise the relevant legal requirements covering confidentiality and the disclosure of information 4.2 describe the types of information that should be treated confidentially 4.3 explain who confidential information can be shared with and from whom it should be protected.

Range
4.1 Legal requirements – current laws and regulations (Home Country) that playwork settings must follow eg, safeguarding children and young people. 4.3 Confidential information – information that is personal and private.

Unit 407 **Understand how to establish
and develop working
relationships to support
children and young people's
play**

Supporting information

Evidence requirements

The link below relates to the evidence requirements for NVQs in Playwork

www.skillsactive.com/common-unit-qualifications

Unit 502

Understand how to develop, manage and review operational plans for play provision

UAN:	Y/502/9166
Level:	Level 5
Credit value:	7
Guided learning hours:	45
Relationship to NOS:	SkillsActive Playwork NOS 2007: PW17 Develop, manage and review operational plans for play provision
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills Active, the Sector Skills Council for active leisure, learning and well-being.
Aim:	This unit assesses the knowledge and understanding a playworker needs in order to develop and implement operational plans for play provision.

Learning outcome
The learner will: 1 Understand how to develop operational plans for play provision
Assessment criteria
The learner can: 1.1 summarise the principles and methods of operational planning in a playwork context 1.2 explain how to identify key targets and outcomes for playwork operational planning 1.3 summarise the principles and methods of negotiating operational plans with colleagues 1.4 explain how to identify, quantify and allocate the resources needed for a playwork operational plan 1.5 explain how to identify the resources needed to ensure the inclusion of children who traditionally experience barriers to play provision 1.6 summarise the principles and methods of consultation within a playwork organisation.

Range
<p>1.1 Operational planning: specific planning for the play organisation to ensure that the organisation can run effectively.</p> <p>1.2 Key targets: the main specific aims that must be met (SMART).</p> <p>Outcomes: the consequence or result of putting the operational plan into action.</p> <p>1.5 Resources: additional and existing playworker support, support from outside agencies, equipment and materials that will support inclusion.</p> <p>Barriers: these could be - attitudinal (preconceived perceptions of staff and volunteers), environmental (lack of access, lack of resources) or institutional (restrictions dictated by the organisation or building).</p>

Learning outcome
<p>The learner will:</p> <p>2 Understand how to manage operational change in playwork provision</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 summarise the principles and methods of change management</p> <p>2.2 explain how to communicate issues relating to change, to colleagues in a playwork organisation</p> <p>2.3 explain the importance of empowering teams and individuals to contribute to the change process</p> <p>2.4 describe the types of obstacles to change that may occur in a playwork organisation</p> <p>2.5 explain strategies that may be used to overcome obstacles to change within a playwork organisation</p> <p>2.6 explain the types of support that colleagues in a playwork organisation may need during periods of change.</p>

Range
<p>2.1 Change management – When the organisation must undertake changes that will usually have an impact on the services or staffing.</p>

Learning outcome

The learner will:

- 3 Understand how to implement organisational values, policies and procedures within the operational plan

Assessment criteria

The learner can:

- 3.1 explain the importance of communicating **policies, procedures** and values to colleagues in a playwork organisation
- 3.2 explain how to ensure that colleagues are able to implement policies, procedures and values in a playwork organisation
- 3.3 explain the types of behaviour that should be modelled to support playwork policies and values
- 3.4 describe the types of words, behaviour and actions that would run counter to playwork policies and values
- 3.5 explain how to address words, behaviour and actions that run counter to playwork policies and values.

Range

- 3.1 Policies:** guidance statements so that everyone is aware of the goals and boundaries to which they are working.

Procedures: these are the actions to follow to ensure that the policy is put into practice.

Learning outcome

The learner will:

- 4 Understand how to review operational plans for play provision

Assessment criteria

The learner can:

- 4.1 summarise the principles and methods of **monitoring** and **evaluation** in a playwork context
- 4.2 explain different methods of analysing information collected whilst monitoring operational plans
- 4.3 explain how to adjust operational plans in response to monitoring and evaluation.

Range

- 4.1 Monitoring** – keeping a check on what is happening, usually through observing and reporting.

Evaluation – An assessment of what is going well, what is not going so well and what could be improved.

Unit 502 **Understand how to develop,
manage and review
operational plans for play
provision**

Supporting information

Evidence requirements

The link below relates to the evidence requirements for NVQs in Playwork
www.skillsactive.com/common-unit-qualifications

Unit 503

Understand how to research, design and facilitate possibilities for children and young people's self-directed play

UAN:	H/502/9168
Level:	Level 5
Credit value:	8
Guided learning hours:	50
Relationship to NOS:	This unit is linked to the SkillsActive Playwork NOS 2010: PW22 Research, design and facilitate possibilities for self-directed play.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills Active, the Sector Skills Council for active leisure, learning and well-being.
Aim:	This unit assesses the knowledge and understanding a playworker needs in order to research, design and facilitate children and young people's play.

Learning outcome
The learner will: 1 Understand how to evaluate play behaviour and play theories
Assessment criteria
The learner can: 1.1 compare different methods of observing play and interacting with children and young people during play 1.2 explain why it is important to have a critical understanding of own experiences of play and responses to play 1.3 explain how to critically evaluate playwork theories and models in the light of own observations and interactions with children and young people 1.4 describe how to explore ideas for play spaces and possibilities 1.5 evaluate different sources of information on play spaces and how children and young people may use them.

Range
1.4 Play Spaces – any area – physical, affective, permanent or transient – that supports or enriches the potential for children and young people's self directed play.

Learning outcome
The learner will: 2 Understand how to design spaces and possibilities for self-directed play
Assessment criteria
The learner can: 2.1 explain how to design play possibilities for the following play types : <ul style="list-style-type: none"> • communication play • creative play • deep play • dramatic play • exploratory play • fantasy play • imaginative play • locomotor play • mastery play • object play • role play • rough and tumble play • social play • socio-dramatic play • symbolic play 2.2 explain the key factors to bear in mind when designing play possibilities for disabled children and young people 2.3 explain how to use own observations, research and critical analysis when designing play spaces 2.4 explain how to use creative methods to obtain and create resources needed for play.

Range
2.1 Play Types: a description of play (Bob Hughes) see Explanation of Terms (Appendix 2). 2.2 Key factors: inclusion from development through to implementation eg; discussions, planning, suitable resources, timescales. 2.4 Resources: equipment and materials that will stimulate play.

Learning outcome
The learner will: 3 Understand how to interact with children and young people during self-directed play
Assessment criteria
The learner can: 3.1 explain why it is important for children and young people to choose and explore play spaces for themselves 3.2 describe the types of support a playworker may need to be aware of when with children and young people who are playing 3.3 describe the mood descriptors associated with children and young people's play and how to recognise these 3.4 explain why it is important to leave the content and intent of play to the children and young people involved 3.5 define the main stages of the play cycle 3.6 define a play frame 3.7 explain how to identify play cues 3.8 explain how and when to respond to a play cue .

Range
<p>3.1 Why it is important: the children and young people should be in control of themselves and actions so that they are following the Playwork Principles for self-directed play.</p> <p>3.2 Types of support: other playworkers, physical resources, interagency resources eg, support with a disabled child or young person.</p> <p>3.3 Mood descriptors: the outward signs shown by child or young person, eg, aggressive body language, passive eye contact (ie none), upset, laughing.</p> <p>3.6 Play frame: a boundary (actual or imaginary) or area where play takes place.</p> <p>3.7 and 3.8 Play cue: facial expressions, language or body language that communicate the child or young person's wish to play or invite others to play.</p>

Learning outcome

The learner will:

- 4 Understand how to help children and young people to manage risk during play

Assessment criteria

The learner can:

- 4.1 explain why risk is important during children and young people's play
- 4.2 explain **how to encourage** children and young people to take **acceptable risks** during play
- 4.3 identify the particular risks that disabled children face during play
- 4.4 explain **how to assist** disabled children to manage risks for themselves
- 4.5 evaluate different levels of risk in the field of playwork
- 4.6 explain how child development affects children and young people's ability to manage risk.

Range

- 4.2 How to encourage:** through verbal encouragement, encouraging gestures, leading by example eg, completing the absailing first if the child or young person is reluctant.

Acceptable risk: a level of risk that provides the potential for children and young people to learn and develop without causing them harm.

- 4.4 How to assist:** the lead or agreement should always be with the child or young person and could take the form of specialised equipment, additional playworker support.

Unit 503 **Understand how to research,
design and facilitate
possibilities for children and
young people’s self-directed
play**

Supporting information

Evidence requirements

The link below relates to the evidence requirements for NVQs in Playwork

www.skillsactive.com/common-unit-qualifications

Unit 504

Work with colleagues and other partners to develop an organisational framework for play

UAN:	K/502/9169
Level:	Level 5
Credit value:	7
GLH:	50
Relationship to NOS:	This unit is linked to the SkillsActive Playwork NOS 2007: PW16 Work with colleagues and other stakeholders to develop an organisational framework for play
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills Active, the Sector Skills Council for active leisure, learning and well-being.
Aim:	This unit assesses the competence a playworker needs in order to engage and work productively with other organisations, agencies and professionals.

Learning outcome
The learner will: 1. Be able to research the social, economic, political and ethical context for play provision
Assessment criteria
The learner can: 1.1 research relevant and up-to-date sources of information on the social, economic, political and ethical context in which a play organisation operates 1.2 analyse information on the social, economic, political and ethical context in which a play organisation operates 1.3 identify the key social, economic, political and ethical factors that impact on play provision, including barriers to access for children and young people 1.4 maintain own research and evaluation on a regular basis.

Range
1.1 Sources of information: Play England, Play Wales, PlayBoard NI and Play Scotland.
1.2 Ethical context: the value base of play.

Learning outcome
The learner will: 2. Be able to analyse the value and importance of play provision for children and young people to inform the development of an organisational framework for play
Assessment criteria
The learner can: 2.1 research relevant and up-to-date sources of information on play and playwork 2.2 analyse information on play and playwork 2.3 identify the key aspects of play and playwork theory and practice as relevant to the children and young people the organisation works with, including: <ul style="list-style-type: none"> • the nature and purpose of play • play types • play resources • risk and risk management • staffing • strategies for adult intervention • strategies for care and protection • strategies for inclusion • strategies for behaviour management • strategies for managing transitions.

Range
2.1 Sources of information: Play England, Play Wales, PlayBoard NI and Play Scotland.
2.3 Inclusion - open and accessible for all with barriers removed.
Transitions - the emotional and physical stages that a child or young person may pass through that may not occur frequently eg family separation/break up, bereavement, relocation.

Learning outcome

The learner will:

3. Be able to consult on research findings with colleagues and key partners

Assessment criteria

The learner can:

- 3.1 share research outcomes with relevant colleagues and **key partners** in a way that will stimulate informed response
- 3.2 evaluate the feedback received from colleagues and **key partners**
- 3.3 agree with colleagues and **key partners**:
 - the key social, economic, political and ethical factors that impact on play provision
 - the key aspects of play and playwork theory and practice that are relevant to the play provision.

Range**3.1, 3.2 & 3.3****Key partners**

Children and young people, parents/carers, management committee, funders, local authorities.

Learning outcome

The learner will:

4. Be able to develop playwork policy and practice

Assessment criteria

The learner can:

- 4.1 evaluate the outcomes of relevant research and consultation
- 4.2 review a playwork organisation's current framework for play and playwork
- 4.3 identify areas of organisational and playwork practice that could be improved to better address the needs of children and young people with whom the organisation works
- 4.4 develop suggestions for improving policy and practice in a way that will influence and persuade **key decision makers**
- 4.5 follow the organisation's procedures for developing playwork policy and practice.

Range

- 4.4 Key decision makers:** management committees, funders, local authorities, regulators/ inspection agencies.

Unit 504

Work with colleagues and other partners to develop an organisational framework for play

Supporting information

Evidence requirements

Evidence must be generated through real work activity and be sufficient to ensure that the learner can meet the requirements on a consistent basis. There must be evidence that the learner has researched all of the key aspects of play and playwork theory and practice listed in Learning Outcome 2.

Simulation is not permitted for this unit.

Unit range

Organisational Framework

How a playwork organisation arranges its lines of authority/delegation, accountability and communications in relation to the rights and duties of its staff. The framework should reflect the organisation's values or ethos and enable its mission or purpose.

Guidance

This unit is closely aligned with Unit 406 – Understand how to work with colleagues and other key partners to develop an organisational framework for children and young people's play. The knowledge and understanding expressed within Unit 406 could be applied within Unit 504 (this unit). Therefore learners could be encouraged to consider these units as part of a concurrent activity.

1.1/2.1 National Play Strategies are available from Play England, Play Wales, Play Scotland and Play Wales.

1.1/2.1 The Playwork Education and Skills Strategy is available from the Sector Skills Council website – SkillsActive.

1.4 Maintain own research and evaluation on a regular basis –

Evidence must be provided to demonstrate these activities have occurred more than twice during the assessment period.

Learning Outcomes 3 and 4

In relation to key partners/decision makers the term 'others' refers to other professionals who may form part of a multi-discipline team linked to the play setting.

Unit 505

Develop, manage and review operational plans for play provision

UAN:	J/502/9194
Level:	Level 5
Credit value:	6
GLH:	40
Relationship to NOS:	SkillsActive Playwork NOS 2007: PW17 Develop, manage and review operational plans for play provision.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills Active, the Sector Skills Council for active leisure, learning and well-being.
Aim:	This unit assesses the competence a playworker needs in order to develop and implement operational plans for play provision.

Learning outcome
The learner will: 1. Be able to develop operational plans for play provision
Assessment criteria
The learner can: 1.1 develop operational plans that reflect the strategy, policies and values of own organisation 1.2 set out operational targets and outcomes for playwork that include: <ul style="list-style-type: none">• provision of play opportunities• care and protection• inclusion• marketing and promotion• partnership working 1.3 negotiate objectives for achieving operational targets and outcomes with individuals and teams in the organisation 1.4 allocate the following resources to each objective in the operational plan: <ul style="list-style-type: none">• people• finance• facilities and equipment 1.5 identify the organisational changes that may be necessary to implement the operational plan 1.6 consult on the operational plan with colleagues and key partners .

Range
<p>1.1 Operational plans: specific planning for the play organisation to ensure that it can run effectively.</p> <p>1.2 Targets: specific results that must be met.</p> <p>Outcomes The consequence or result of putting the operational plan into action.</p> <p>1.6 Colleagues and key partners: senior management team, operational team member(s), management committee, funders, children & young people using the setting, parents and carers.</p>

Learning outcome
<p>The learner will:</p> <p>2. Be able to manage change in play provision.</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 communicate the need and benefits of the proposed change to:</p> <ul style="list-style-type: none"> • children and young people • parents and those involved in the care of children and young people • individuals and teams in the organisation • key partners <p>2.2 encourage all those affected by change to identify the implications of that change</p> <p>2.3 assess obstacles to the change process</p> <p>2.4 work with those involved to develop ways of overcoming obstacles to the change process</p> <p>2.5 communicate responsibilities to individuals and teams in relation to proposed change</p> <p>2.6 negotiate a schedule for change with those involved</p> <p>2.7 provide support to those involved in the change process</p> <p>2.8 monitor progress in the change process</p> <p>2.9 communicate progress to those involved in the change process.</p>

Learning outcome

The learner will:

3. be able to implement organisational values, policies and procedures.

Assessment criteria

The learner can:

- 3.1 communicate organisational **values, policies** and **procedures** and their importance to colleagues and key partners
- 3.2 provide an effective role model for organisational **values, policies** and **procedures**
- 3.3 monitor the implementation of organisational **values, policies** and **procedures** in own area of responsibility
- 3.4 provide support for organisational **values, policies** and **procedures** to **colleagues and key partners**.

Range**3.1, 3.2, 3.3 & 3.4**

Values: the ethical standards of playwork currently the Principles (see Appendix 1).

Policies: guidance statements to ensure that everyone is aware of the goals and boundaries to which they are working.

Procedures: the actions required to ensure that a policy is implemented correctly.

3.5 Colleagues and key partners: senior management team, operational team member(s), management committee, funders, children & young people using the setting, parents and carers.

Learning outcome

The learner will:

4. Be able to review operational plans for play provision.

Assessment criteria

The learner can:

- 4.1 collect information on the implementation of **operational plans** for play provision
- 4.2 enable feedback from **colleagues and key partners** on the implementation of operational plans for play provision
- 4.3 analyse information and feedback in relation to the implementation of **operational plans** for play provision
- 4.4 identify potential improvements to **operational plans** for play provision
- 4.5 consult with **colleagues and key partners** on potential improvements to **operational plans** for play provision
- 4.6 make improvements to **operational plans** for play provision in response to consultation feedback.

Range**4.1, 4.3, 4.4, 4.5 & 4.6**

Operational plans: specific planning for the play organisation to ensure that it can run effectively.

4.2 & 4.5

Colleagues and key partners: senior management team, operational team member(s), management committee, funders, children & young people using the setting, parents and carers.

Unit 505 Develop, manage and review operational plans for play provision

Supporting information

Evidence requirements

Evidence must be generated through real work activity and be sufficient to ensure that the learner can meet the requirements on a consistent basis.

There must be evidence that the learner has covered all operational targets and outcomes listed in Learning Outcome 1.

Simulation is not permitted for this unit.

Unit range

Operational plans:

An operational plan may be presented in different formats. They usually relate to the short to medium term and will record the tasks, activities and associated timelines required to realise the organisation's strategic plan. They may also include milestones and/or outputs designed to measure progress towards agreed/desired outcomes.

Guidance

This unit is closely aligned with Unit 502 – Understand how to develop, manage and review operational plans for play provision. The knowledge and understanding expressed within Unit 502 could be applied within Unit 505 (this unit). Learners could therefore be encouraged to consider these units as part of a concurrent activity.

Learning outcomes 1, 3 and 4

In relation to key partners/decision makers the term 'others' refers to other professionals who may form part of a multi-discipline team linked to the play setting.

Unit 506

Establish and develop working relationships to support children and young people's play

UAN:	A/502/9192
Level:	Level 4
Credit value:	5
GLH:	30
Relationship to NOS:	This unit is linked to SkillsActive Playwork NOS 2007: D16 Establish and develop working relationships
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills Active, the Sector Skills Council for active leisure, learning and well-being.
Aim:	This unit assesses the competence a playworker needs in order to establish and develop working relationships that support the play process.

Learning outcome
The learner will: 1. Be able to build working relationships with colleagues
Assessment criteria
The learner can: 1.1 initiate relationships with colleagues that help them adjust to and develop their roles and responsibilities 1.2 establish with colleagues mutual support for each others' roles and responsibilities 1.3 establish ways of communicating with colleagues 1.4 maintain agreements with colleagues 1.5 take the initiative in reviewing arrangements with colleagues 1.6 work with colleagues to overcome conflict .
Range
1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Colleagues: Senior Management team, operational team member(s), management Committee. 1.4 Agreements: Formal, informal. 1.6 Conflict arising from differing professional/philosophical perspectives, team hierarchy, inability to fulfil agreements, personalities.

Learning outcome
The learner will: 2. Be able to build working relationships with other professionals
Assessment criteria
The learner can: 2.1 establish effective working relationships with other professionals relevant to own area of work 2.2 agree respective roles and responsibilities with other professionals 2.3 develop common objectives and working arrangements with other professionals 2.4 respect professional boundaries in relation to other professionals 2.5 exchange relevant information with other professionals whilst respecting requirements for confidentiality 2.6 maintain relationships with other professionals that reflect good practice, values and ethical requirements 2.7 handle disagreements and complaints involving other professionals in line with organisational procedures and professional guidelines.

Range
2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Professionals: Social Workers, regulators/inspectors, others.

Learning outcome
The learner will: 3. Be able to enable colleagues to reflect on playwork practice
Assessment criteria
The learner can: 3.1 foster an environment in which colleagues feel able to discuss their progress and share concerns about challenges they are facing 3.2 actively listen to what colleagues have to say 3.3 enable colleagues to structure, evaluate and learn from their experiences.

Range
3.1,3.2,3.3 Colleagues: Senior Management Team, operational team member(s), Management Committee.

Learning outcome

The learner will:

4. Be able to share knowledge with colleagues on playwork practice

Assessment criteria

The learner can:

- 4.1 reflect on and learn from what others have experienced and learned themselves
- 4.2 share information and knowledge with **colleagues** to assist them in dealing with challenges
- 4.3 identify when the challenges that **colleagues** face go beyond own level of expertise
- 4.4 refer **colleagues** to appropriate sources of advice and support when necessary
- 4.5 facilitate others to share their experiences more widely to improve provision.

Range

4.2,4.3,4.4

Colleagues: Senior Management team, operational team member(s), management Committee.

Unit 506 Establish and develop working relationships to support children and young people's play

Supporting information

Evidence requirements

Evidence must be generated through real work activity and be sufficient to ensure that the learner can meet the requirements on a consistent basis.

Assessment Criterion 2.7 – Simulation can only be used for this assessment criterion when all opportunities to secure naturally occurring evidence have been exhausted. Naturally occurring evidence can be gathered using direct observation, a reflective journal, product evidence, professional discussion and/or expert witness testimony.

Professional Guidelines are referred to within this assessment criterion. Useful information can be accessed from:

http://www.ombudsman.org.uk/__data/assets/pdf_file/0009/1035/0188-Principles-for-Remedy-bookletweb.pdf

http://www.direct.gov.uk/en/Governmentcitizensandrights/Yourrightsandresponsibilities/DG_10013518

<http://www.ombudsman.org.uk/make-a-complaint/how-to-complain>

<http://www.nidirect.gov.uk/making-a-complaint-against-government-or-public-bodies>

<http://www.valuingcomplaints.org.uk/>

<http://www.ombudsman-wales.org.uk/en/making-a-complaint.aspx>

Unit range

Working Relationships will include relationships with internal colleagues and other professionals

Guidance

This unit is closely aligned with unit 407 – Understand how to establish and develop working relationships to support children and young people's play. The knowledge and understanding expressed within Unit 407 could be applied within Unit 506. Learners could therefore be encouraged to consider these units as part of a concurrently activity.

Learning Outcome 2: The range '**Others**' could include GPs, teachers, local authority officers/staff, allied health professionals, funders.

Unit 507

Research, design and facilitate possibilities for children and young people's self-directed play

UAN:	F/502/9193
Level:	Level 5
Credit value:	6
GLH:	40
Relationship to NOS:	SkillsActive Playwork NOS 2010: PW22 Research, design and facilitate possibilities for self-directed play.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills Active, the Sector Skills Council for active leisure, learning and well-being.
Aim:	This unit assesses the competence a playworker needs in order to research, design and facilitate children and young people's play.

Learning outcome
The learner will: 1. Be able to evaluate play behaviour and play theories
Assessment criteria
The learner can: 1.1 research children and young people's play and their interactions with the play environment including evidence of: <ul style="list-style-type: none">• research into playwork theory and practice• observation of children and young people at play• interaction with children and young people• evaluation of own experience of play 1.2 critically evaluate playwork theories in relation to information collected by research 1.3 adapt playwork models in order to identify appropriate spaces and possibilities for self-directed play 1.4 take account of the needs of the children and young people who experience barriers to play provision 1.5 test own ideas for spaces and opportunities, through interactions with children and young people 1.6 research a range of play spaces and resources that will meet the play needs of children and young people.

Range
<p>1.2 Critically evaluate: to weigh arguments for and against something, assessing all evidence deciding which opinions, theories, models or items are preferable and why.</p> <p>1.3 Playwork models</p> <ul style="list-style-type: none"> • Reflective playwork • Therapeutic playwork/psychodemics • Evolutionary playwork • Educational playwork • Ludocentric / Brawgs Continuum. <p>1.6 Play spaces: any area – physical, affective, permanent or transient that supports or enriches the potential for children and young people’s self-directed play.</p>

Learning outcome
The learner will:
2. Be able to design spaces and possibilities for self-directed play
Assessment criteria
The learner can:
2.1 design play spaces that reflect personal research and interactions with children and young people
2.2 design play spaces that provide a rich variety of play possibilities, including:
<ul style="list-style-type: none"> • for physical play • for affective play • transient • permanent
2.3 obtain the resources needed for personally designed play spaces
2.4 work within available budget or find other creative ways of providing resources
2.5 involve children and young people in creating play spaces
2.6 ensure that play spaces are accessible for all children and young people, and meet health and safety requirements.

Range
<p>2.1, 2.2 & 2.6</p> <p>Play spaces: any area – physical, affective, permanent or transient that supports or enriches the potential for children and young people’s self-directed play.</p> <p>2.4 Resources: equipment and materials that will simulate play.</p>

Learning outcome

The learner will:

3. Be able to interact with children and young people during self-directed play

Assessment criteria

The learner can:

- 3.1 enable children and young people to interact with a range of **play spaces**, including:
 - for physical play
 - for affective play
 - permanent
 - transient
- 3.2 leave the content and intent of play to the children and young people involved
- 3.3 enable play to continue uninterrupted
- 3.4 enable children and young people to explore their own values, and develop in their own ways, through play
- 3.5 hold children and young people's **play frames** when necessary
- 3.6 provide a repertoire of responses to children and young people's **play cues**, modifying the environment and introducing new elements in ways that are sensitive to the needs of the children and young people.

Range

- 3.1 Play spaces:** any area – physical, affective, permanent or transient that supports or enriches the potential for children and young people's self-directed play.
- 3.5 Play frames:** a boundary (actual or imagined) or area where play takes place.
- 3.6 Play cues:** facial expression, language or body language that communicates the child or young person's wish to play or invite others to play.

Learning outcome

The learner will:

4. Be able to help children and young people to manage risk during play

Assessment criteria

The learner can:

- 4.1 allow children and young people to experience and explore risk during play
- 4.2 identify hazards when they occur during play
- 4.3 assess the risks that identified hazards pose in a way that is sensitive to the nature of the children and young people involved
- 4.4 raise children and young people's awareness of hazards
- 4.5 encourage children and young people to assess and manage risk for themselves
- 4.6 balance the risks involved in play with the benefits of challenge and stimulation
- 4.7 intervene in children and young people's play when the level of risk becomes unacceptable.

Unit 507 Research, design and facilitate possibilities for children and young people's self-directed play

Supporting information

Evidence requirements

Evidence must be generated through real work activity and be sufficient to ensure that the learner can meet the requirements on a consistent basis.

There must be performance evidence for all types of play possibilities as listed within AC 2.2 and AC 3.1.

Simulation is not permitted for this unit.

Unit range

Research:

should include both desk based research and evidence based practice.

Guidance

This unit is closely aligned with Unit 503 – Understand how to research, design and facilitate possibilities for children and young people's self-directed play. The knowledge and understanding expressed within Unit 503 could be applied within Unit 507 (this unit). Learners could therefore be encouraged to consider these units as part of a concurrent activity.

Assessment methodology:

Observation of naturally occurring evidence is the preferred method and this should be complimented with evidence generated through a combination of methods including examination of products, professional discussion and by using Expert Witness Testimony and/or other forms of witness testimony.

Projects, assignments or case studies can be used as supplementary evidence.

Appendix 1 Playwork principles

The 'Playwork 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.

The principles cover the following:

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 wellbeing of children.

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

Appendix 2 Explanation of terms

Affective play space

Spaces that:

- pay attention to and support the variety of feelings and moods that children and young people bring with them or have during play
- have particular areas, materials and/or props that at different times stimulate or encourage the expression, experience or experimentation with a range of emotion
- have playworkers who seek to develop via diverse means, an overall ambience of welcome, acceptance, freedom and playfulness.

Anti-discriminatory practice

Taking positive action to counter discrimination. This will involve identifying and challenging discrimination and being positive in your practice about diversity without compromising the right of individuals to play.

Behavioural hazard

Some behaviours during play are potentially hazardous, eg egging on, showing off, excluding, hyperactivity, dominating and playworkers need to be aware of these in case their support is needed

Best practice benchmarks

A base line therefore minimum standard definition of good practice

Children and young people

All children and young people of school age with respect for any additional need, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics.

Continuing professional development

An ongoing process to support your individual professional development; this could involve going on a course, or observing other members of staff doing things that are new to you, receiving instructions from other members of staff on new things you have to do, having the opportunity to practise new skills, reading playwork theory, relevant research.

Development

This includes play related aspects of human growth from birth through adolescence. These include the progressive development of a child's intellectual skills; personality development, involving the complex interaction between psychological and social factors and the stage-by-stage development of the body and physical skills. It also includes socialisation, the process by which children and young people adjust to society and its demands.

Emotional Hazard

Children will bring their moods and feelings from their day with them to a play setting and this often affects the way they behave and interact with others. They will also experience all kinds of feelings when playing – sometimes by choice and sometimes unexpectedly. Some feelings eg fear, anger, excitement, boredom, could be potentially hazardous and playworkers need to be aware of such feelings in case their support is needed.

Hazard

Something that may cause harm to the health, safety and welfare of users of the play environment, eg: broken glass, faulty play equipment, doors being left open that should be closed.

Health and safety requirements

Those required by law, codes of practice, regulatory authorities, national governing bodies (if relevant), and those of own organisation.

Inclusion

Ensuring that play provision is open and accessible to all and takes positive action in removing barriers so that all children and young people, including the disabled and those from other minority groups, can participate.

Observing play

The purpose of observation within a play environment is to observe and sometimes record children and young people's play behaviours, in order to ensure that the environment is providing effective play spaces. These observations may therefore include play types, play cues and returns seen. These observations are not for the purpose of monitoring children and young people's development, or planning a curriculum of activities. Observations may or may not be recorded.

Others

Colleagues and fellow professionals, children and young people, parents and carers, groups making use of the facilities and services and key partners. (Each unit is specific on who the 'others' are.)

Personal development plan

A personal development plan may have different names but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review

Play

Play is freely chosen, personally directed and intrinsically motivated.

- ****Play cues** - Facial expressions, language or body language that communicate the child or young person's wish to play or invite others to play.
- ****Play cycle** – The full flow of play from the first play cue from the child, its return from the outside world, the child's response to the return and the further development of play to the point where play is complete. The cycle includes the metalude, the cue, the return the frame, adulteration, annihilation and dysplay.
- ****Play frame** – A material or non-material boundary that keeps the play intact.

Play needs

What individual children and young people have to have in order to play but are not always able to have for a variety of reasons; eg lack of access, overprotective adults, lack of outdoor environments, etc.

Play space

Any area (physical, affective, permanent or transient) that supports and enriches the potential for children and young people's self-directed play. A play environment may consist of one or any number of play spaces

Play resources

Equipment and materials that will stimulate play: natural materials (such as earth, water, sand, clay or wood); construction materials (such as blocks); computer and IT equipment; communication resources (resources to support speaking, listening, reading and writing); 'loose parts' (items that can be moved from place to place, carried, rolled, lifted, piled one on top of the other or combined to create new structures or experiences); real tools (such as carpentry or cooking equipment); bikes, trolleys, swings, climbing structures and ropes; paints, drawing equipment, modelling and fabrics; music, colours, scientific and mathematical equipment (such as clocks and calendars); dressing up materials, mirrors, cameras, videos to enable children to explore their own identity; items or experiences (such as poetry and literature) that allow for reflection about abstract concepts.

Play types – Broad categories that describe the way children and young people play.

Examples of play types taken from Hughes, B. (2002) A taxonomy of play types, available from www.playeducation.com

Current research suggests there are fifteen or sixteen play types but these may change in the light of ongoing research. Commonly agreed play types include:

- **Symbolic play** -play which allows control, gradual exploration and increased understanding, without the risk of being out of one's depth eg using a piece of wood to symbolise a person, or a piece of string to symbolise a wedding ring.
- **Rough and tumble** -close encounter play which is less to do with fighting and more to do with touching, tickling, gauging relative strength, discovering physical flexibility and the exhilaration of display. Eg playful fighting, wrestling and chasing where the children involved are obviously unhurt and giving every indication that they are enjoying themselves.
- **Socio-dramatic play** - the enactment of real and potential experiences of an intense personal, social, domestic or interpersonal nature eg playing at house, going to the shops, being mothers and fathers, organising a meal or even having a row.
- **Social play** - play, during which the rules and criteria for social engagement and interaction can be revealed, explored and amended eg any social or interactive situation which contains an expectation on all parties that they will abide by the rules or protocols, ie games, conversations, making something together.

- **Creative play** - play which allows a new response, the transformation of information, awareness of new connections, with an element of surprise eg enjoying creation with a range of materials and tools for its own sake.
- **Communication play** - play using words, nuances or gestures eg mime, jokes, play acting, mickey taking, singing, debate, poetry.
- **Dramatic play** – play which dramatizes events in which the child is not a direct participator eg presentation of a TV show, an event on the street, a religious or festive event, even a funeral.
- **Deep play** - play which allows the child to encounter risky or even potentially life threatening experiences, to develop survival skills and conquer fear eg leaping onto an aerial runway, riding a bike on a parapet, balancing on a high beam.
- **Exploratory play** -play to access factual information consisting of manipulative behaviours such as handling, throwing, banging or mouthing objects eg engaging with an object or area and, either by manipulation or movement, assessing its properties, possibilities and content, such as stacking bricks.
- **Fantasy play** - play, which rearranges the world in the child's way, a way which is unlikely to occur eg playing at being a pilot flying around the world or the owner of an expensive car.
- **Imaginative play** - play where the conventional rules, which govern the physical world, do not apply eg imagining you are, or pretending to be, a tree or ship, or patting a dog which isn't there.
- **Locomotor play** - movement in any and every direction for its own sake eg chase, tag, hide and seek, tree climbing.
- **Mastery play** - control of the physical and affective ingredients of the environments eg digging holes, changing the course of streams, constructing shelters, building fires.
- **Object play** - play which uses infinite and interesting sequences of hand-eye manipulations and movements eg examination and novel use of any object eg cloth, paintbrush, cup.
- **Role play** - Play exploring ways of being, although not normally of an intense personal, social, domestic or interpersonal nature. Eg brushing with a broom, dialling with a telephone, driving a car.

Reflect

Think in detail about, to show or express, contemplate, mull something over, ponder, look back on. Write and think about the reasons why ...
 Make focused connections between your practice and your understanding of theory, with a view of improvement.

Risk

The likelihood of a hazard actually causing harm; this will often be influenced by the age or stage of development of the children and young people involved.

Risk management

Following procedures that keep risk to an acceptable level always bearing in mind that children and young people need to experience and learn to manage risk for themselves and that this is an important aspect of their development.

Transitions

Children and young people naturally pass through a number of stages as they grow and develop. Often they will also be expected to cope with changes such as movement from primary to secondary school and for children with disabilities or with chronic ill health, from children's to adult services. Such changes are commonly referred to as transitions. Some children may have to face very particular and personal transitions including family illness or the death of a close relative, divorce and family break-up, issues related to sexuality, adoption, the process of asylum, disability, parental mental health and the consequences of crime.

Transient play space

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

** Gordon Sturrock and Perry Else, 1998, The playground as therapeutic space: playwork as healing (known as “The Colorado Paper”), published in Play in a Changing Society: Research, Design, Application, IPA/USA, Little Rock, USA.

Available as a PDF free of charge from www.ludemos.co.uk or info.ludemos@virgin.net.



Appendix 3 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLA/e-volve assessments.

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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