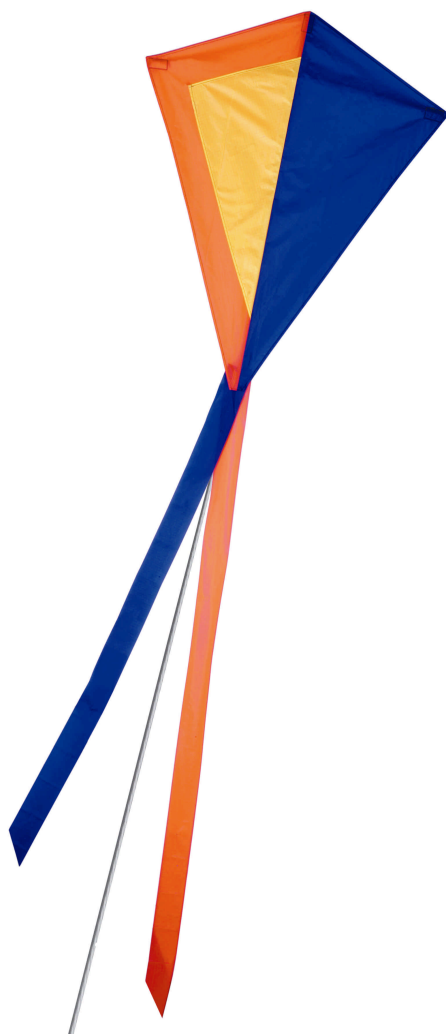


Level 3 Diploma in Playwork (6978)

Qualification Handbook

500/1204/6 (Level 3 Certificate in Playwork)

500/1205/8 (Level 3 Diploma in Playwork)



About City & Guilds

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

City & Guilds Group

The City & Guilds Group includes ILM (the Institute of Leadership & Management) providing management qualifications, learning materials and membership services and NPTC which offers land-based qualifications and membership services. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

Equal opportunities

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement *Access to assessment and qualifications* is available on the City & Guilds website.

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute 2005 and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and learners studying for City & Guilds qualifications may photocopy this document free of charge and/or include a locked PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching learners working towards a City & Guilds qualification, or for internal administration purposes
- learners may copy the material only for their own use when working towards a City & Guilds qualification
- the *Standard Copying Conditions* on the City & Guilds website.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Publications

City & Guilds publications are available on the City & Guilds website or from our Publications Sales department at the address below or by telephoning +44 (0)20 7294 2850 or faxing +44 (0)20 7294 3387.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)20 7294 2800

F +44 (0)20 7294 2400

www.cityandguilds.com

enquiry@cityandguilds.com

Level 3 Diploma in Playwork (6978)

Qualification Handbook



www.cityandguilds.com
September 2006
Version 2.0

This page is intentionally blank

Contents

1	About this document	7
1.1	Introduction	7
2	About the qualifications	8
2.1	Relevant sources of information	8
2.2	Aim of the qualifications	9
2.3	The structure of the qualifications	10
2.4	Progression	13
2.5	Values, assumptions and principles of Playwork	15
3	Candidate entry and progression	16
3.1	Candidate entry requirements	16
3.2	Age restrictions, legal considerations	17
4	Centre requirements	18
4.1	Obtaining centre and qualification approval	18
4.2	Fast track approval	19
4.3	Resource requirements	20
4.4	Registration and certification	21
4.5	Quality assurance	22
5	Course design and delivery	24
6	Assessment	26
6.1	Summary of assessment requirements	26
6.2	About assessment	27
7	Unit specifications	28
8	Units	29
Unit 301	Promote the assumptions and values of playwork	32
Unit 302	Promote, support and plan self directed play	40
Unit 303	Reflect, develop and improve personal and organisational practice in the play setting	48
Unit 304	Promote and establish the health, safety and well being of children in the play setting	53
Unit 305	Develop and promote positive relationships in the play setting	62
Unit 306	Inclusive playwork	69
Unit 307	Recruit, select and retain colleagues in the play setting	76
Unit 308	Develop playwork opportunities in the community	84
Unit 309	Administer playwork provision and manage a budget	89
Unit 310	Work with parents and carers in the play setting	95
Unit 311	Organise and supervise travel outside the play setting	100
Unit 312	Ensuring quality within the play setting	105
Appendix 1	Key words and terms	111
Appendix 2	Values, Assumptions and Principles of Playwork	112
Appendix 3	Connections to other qualifications and NOS	114

Appendix 4	Key/Core Skills signposting	116
Appendix 5	Mapping to Values, Assumptions and Principles of Playwork	118
Appendix 6	Links to Common Core	120
Appendix 7	The wider curriculum	121
Appendix 8	Funding	122

This page is intentionally blank

1 About this document

1.1 Introduction

This document contains the information that centres need to offer the following Certificate and Diploma.

Level 3 Diploma in Playwork

City & Guilds qualification number **6978**

QCA accreditation numbers **500/1204/6 (Certificate) and 500/1205/8 (Diploma)**

This document includes details and guidance on:

- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements.

2 About the qualifications

2.1 Relevant sources of information

Related publications

City & Guilds also provides the following documents specifically for this qualification:

Publication	Available from
Assignment Guide	www.cityandguilds.com

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- *Providing City & Guilds qualifications – a guide to centre and scheme (qualification) approval:* This document 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.
- *Ensuring quality* – This document contains updates on City & Guilds assessment and policy issues.
- *Centre toolkit* – This document contains additional information on providing City & Guilds qualifications, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates
- *Directory of Qualifications* – This document contains details of general regulations, registration and certification procedures and fees. This information also appears on the Walled Garden, the online qualification administration service for City & Guilds approved centres. If there are any differences between the *Directory of Qualifications* and this Guide, the *Directory of Qualifications* contains the more up-to-date information.

For the latest updates on our publications along with details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	www.cityandguilds.com	
Walled Garden	www.walled-garden.co.uk	The Walled Garden is an online qualification administration portal for approved centres.

2 About the qualifications

2.2 Aim of the qualifications

The Level 3 Certificate and Diploma in Playwork are qualifications for anyone who works or wants to work within a supervisory position with school aged children (typically 4-16) in a variety of settings, which could include after school clubs, adventure playgrounds or play schemes.

These vocationally related qualifications have been designed by City & Guilds in order to:

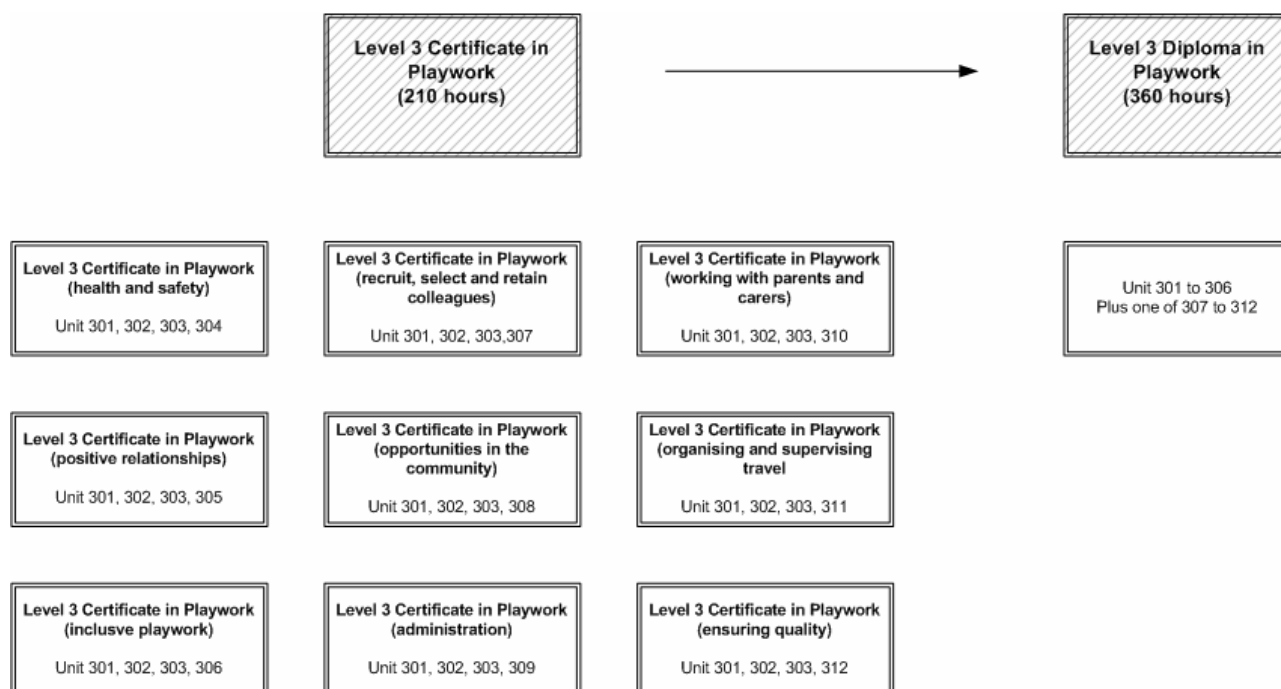
- act as stand alone qualifications, accredited as part of the National Qualifications Framework (NQF) at Level 3
- act as a technical certificate as part of the Advanced Apprenticeship framework (Level 3 Diploma only)
- offer smaller, bite-sized chunks of learning in particular Playwork pathways, without taking the full Diploma (Level 3 Certificate only)
- meet the needs of candidates who work or want to work in playwork supervisory positions within the Playwork sector
- provide a progression for those playworkers who have undertaken a Level 2 Certificate/Diploma or NVQ in Playwork
- allow candidates to learn, develop and practice the skills required for employment and/or career progression in the Playwork sector
- provide valuable accreditation of skills and/or knowledge for candidates not following N/SVQ and Apprenticeship programmes, without requiring or proving occupational competence
- contribute to the knowledge and understanding towards the related Level 3 NVQ in Playwork, whilst containing additional skills and knowledge which go beyond the scope of the National Occupational Standards (NOS). See the NVQ Relationship mapping for further details (Appendix 3)
- contribute to skills and/or knowledge towards the Playwork Values, Assumptions and Principles whilst also providing additional skills and knowledge. See the Mapping later in this Guide for further details (Appendix 5)
- support Government initiatives towards the National Qualifications Framework (NQF). For further information on the NQF, visit the QCA websites www.qca.org.uk and www.openquals.org.uk.

2 About the qualifications

2.3 The structure of the qualifications

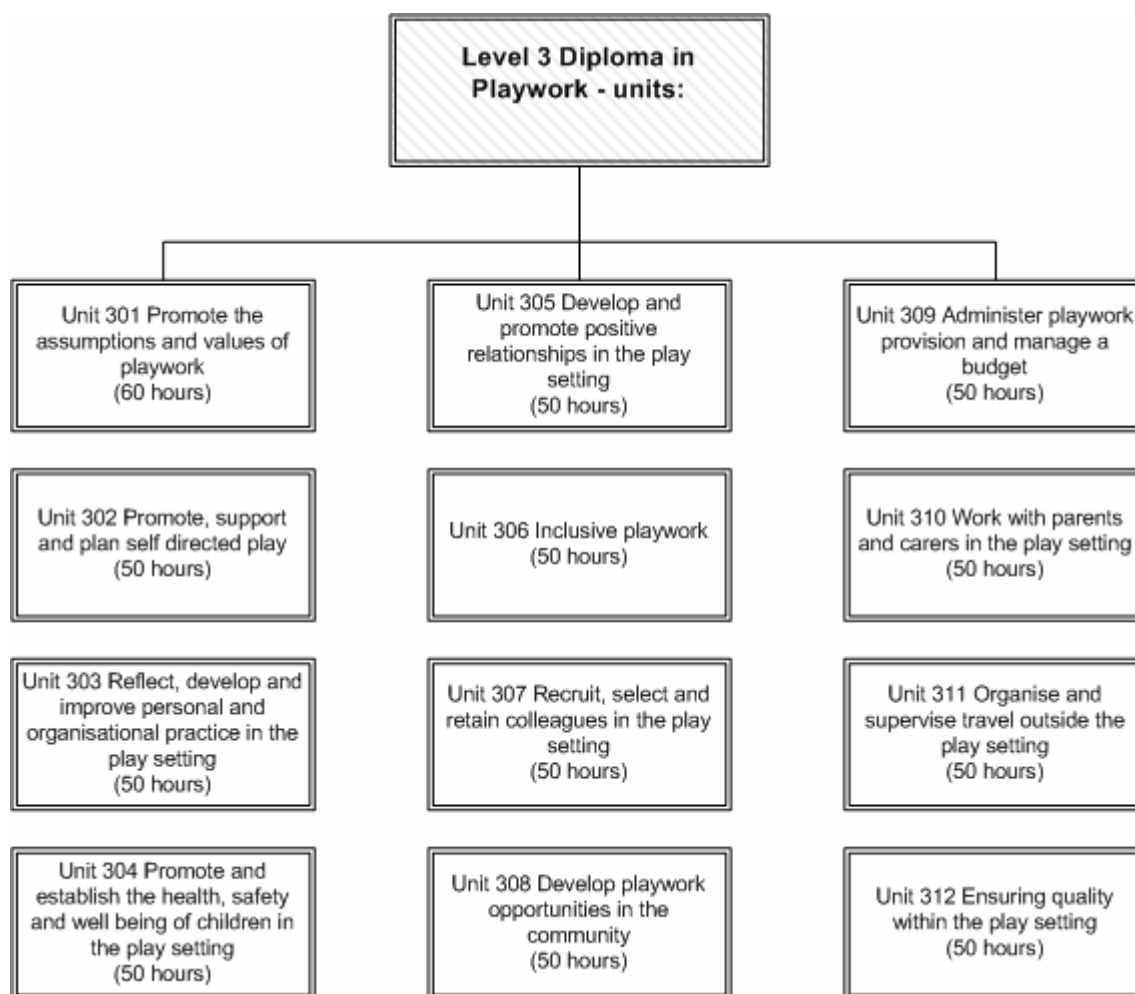
The Level 3 Certificate and Diploma in Playwork will be awarded to successful candidates on completion of the required combinations of units. Candidates completing one or more units, rather than the full qualification, will receive a Certificate of Unit Credit (CUC).

All units are from Level 3 of the National Occupational Standards. The diagrams below show how each route is achieved.



Unit guidance

All of the following individual units may be achieved and certificated individually.



QCA unit reference	City & Guilds unit number	Unit title	Excluded combination of units (if any)
A/500/2655	301	Promote the assumptions and values of playwork	
F/500/2656	302	Promote, support and plan self directed play	
R/500/2659	303	Reflect, develop and improve personal and organisational practice in the play setting	
J/500/2657	304	Promote and establish the health, safety and well being of children in the play setting	
L/500/2658	305	Develop and promote positive relationships in the play setting	
J/500/2660	306	Inclusive playwork	
L/500/2661	307	Recruit, select and retain colleagues in the play setting	
R/500/2662	308	Develop playwork opportunities in the community	
Y/500/2663	309	Administer playwork provision and manage a budget	
D/500/2664	310	Work with parents and carers in the play setting	
H/500/2665	311	Organise and supervise travel outside the play setting	
K/500/2666	312	Ensuring quality within the play setting	

2 About the qualifications

2.4 Progression

These qualifications provide the knowledge and practical skills related to the NVQ Level 3 in Playwork. See the diagram of progression routes on the following page.

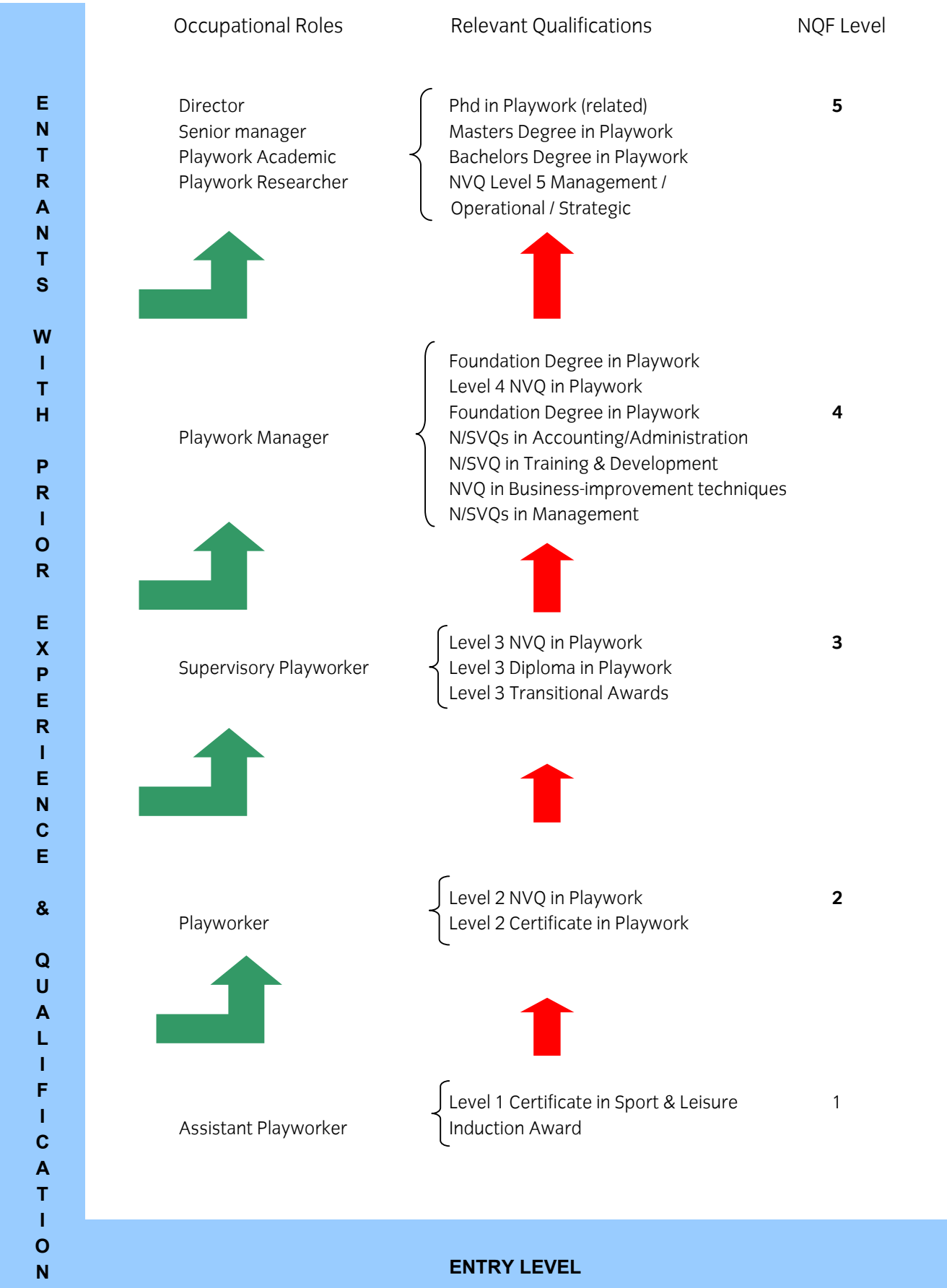
Apprenticeship frameworks

The Level 3 Diploma in Playwork has been approved by SkillsActive (Sector Skills Council for Active Leisure and Learning) as a technical certificate for the Advanced Apprenticeship in Playwork in England.

Full details of the requirements of the apprenticeship framework/s for the Playwork Sector are available from the Sector Skills Council.

Name of SSC	SkillsActive
Address	Castlewood House, 77-91 New Oxford Street, London, WC1A 1PX
Telephone	0407 632 2000
Fax	0407 632 2001
e-mail	skills@skillsactive.com
URL	www.skillsactive.com

Playwork Sector Progression Routes



2 About the qualifications

2.5 Values, assumptions and principles of Playwork

The National Occupational Standards for Playwork focus on and explain work functions, and are underpinned by a number of assumptions and values which prescribe good practice in Playwork.

In addition the Playwork Principles essentially establish the professional and ethical framework for Playwork. They outline what is unique about play and playwork, and provide the playwork perspective for working with children and young people.

The values, assumptions and principles of Playwork can be found in Appendix 2.

3 Candidate entry and progression

3.1 Candidate entry requirements

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to be successful in gaining their qualification.

Please note that for funding purposes, candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold. (Information on funding, is provided in Appendix 8).

3 Candidate entry and progression

3.2 Age restrictions, legal considerations

Age restrictions and legal considerations

These qualifications are not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group. Restrictions apply to candidates between the ages of 17 and 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications on completing assessments.

Other legal considerations

Centres and candidates should be fully aware of CRB (Criminal Records Bureau) checks in relation to working with children. Centres and candidates should be fully aware of legal requirements in their home nation.

Candidate work placement requirements

As part of the assessment for these awards are based on practical activities with children, candidates must have access to working with children in a play setting.

4 Centre requirements

4.1 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds' qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds' qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**, (previously known as **scheme approval**). In order to offer these qualifications, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for these particular qualifications.

Full details of the procedures and forms required for centre and qualification approval are given in *Providing City & Guilds qualifications - a guide to centre and qualification (scheme) approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional/national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications - a guide to centre and scheme (qualification) approval*.

4 Centre requirements

4.2 Fast track approval

Centres approved to offer the Level 3 Certificate in Work with Children – Playwork (3596) may apply for approval for the new Level 3 Diploma in Playwork (6978-03, 6978-33 to -41) using the Fast Track Form available from the regional/national office or downloadable from the City & Guilds website.

Centres may only use this form if they meet all of the approval criteria specified in the Fast Track Form and its guidance notes.

Centres may use the Fast Track Form for 12 months from the introduction of the qualifications.

4 Centre requirements

4.3 Resource requirements

Physical resources

Centres must have access to sufficient equipment in the play setting to ensure candidates have the opportunity to cover all of the practical activities. It is acceptable for centres to use specially designated areas within a centre for some of the units.

Centre staff

Centre staff must satisfy the requirements for occupational expertise for this qualification. These requirements are as follows:

- Staff should be technically competent in the areas for which they are delivering training and/or should also have experience of providing training.
- Assessors and tutors should have worked in a play setting underpinned by the Assumptions and Values of Playwork for two years full-time or equivalent.
- Assessors and tutors should have knowledge and understanding of, and commitment to the Playwork Assumptions, Values and Principles.

Assessor and verifier requirements

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, assessment and verification remains current, and takes account of any national or legislative developments.

4 Centre requirements

4.4 Registration and certification

Full details of City & Guilds' administrative procedures for these qualifications are provided in the *Directory of qualifications*, provided online to City & Guilds registered centres via the Walled Garden. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- entry for examinations
- claiming certification.

These details are also available in the *Directory of qualifications*.

Centres should be aware of time constraints regarding the registration and certification periods for the qualifications, as specified in the City & Guilds *Directory of qualifications*.

Centres should follow all guidance carefully, particularly noting that fees, registration and certification end dates for the qualifications are subject to change.

4 Centre requirements

4.5 Quality assurance

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

Full details and guidance on the internal and external quality assurance requirements and procedures are provided in *Providing City & Guilds Qualifications* and in the *Centre toolkit*. This document also explains the tasks, activities and responsibilities of quality assurance staff.

In order to fully support candidates, centres are required to retain copies of candidates' assessment records for three years after certification.

National standards and rigorous quality assurance are maintained by use of:

- City & Guilds assignments, marked by the centre according to externally set marking criteria
- internal (centre) quality assurance
- City & Guilds external verification.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following internal roles are undertaken:

- quality assurance co-ordinator
- assessor
- internal verifier.

External quality assurance

External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that there is validity, reliability and good practice in centres.

To carry out their quality assurance role, external verifiers/moderators must have appropriate occupational and verifying knowledge and expertise. City & Guilds external verifiers attend training and development designed to keep them up-to-date, to facilitate standardisation between verifiers and to share good practice.

External verifiers:

The role of the external verifier is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- regularly visit centres to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and City & Guilds.

External quality assurance for the qualifications will be provided by the usual City & Guilds external verification process which includes the use of an electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

Further details of the role of external verifiers are given in *Providing City & Guilds Qualifications*.

5 Course design and delivery

Recommended delivery strategies

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

In particular, staff should consider the skills and knowledge related to the national occupational standards.

Provided that the requirements for the qualifications are met, centres may design course programmes of study in any way that they feel best meets the needs and capabilities of their candidates. Centres may wish to include topics as part of the course programme, which will not be assessed through the qualifications.

Relationship to other qualifications and the wider curriculum

City & Guilds recommends centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications.

The following relationship tables are provided to assist centres with the design and delivery of the qualification:

- Signposting to the Level 3 NVQ in Playwork can be found within the individual units, and in Appendix 3.
- Signposting Key Skills for the qualification can be found within the individual units and in Appendix 4.
- Signposting to the values, assumptions and principles of Playwork is provided in Appendix 5.
- Links to the Common Core are provided within Appendix 6.
- Opportunities to address social, moral, spiritual and cultural issues during the delivery of the qualification have been identified, and can be found within Appendix 7.

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Data protection and confidentiality

Centres offering these qualifications may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications*.

Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available in the *Centre toolkit*.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Directory of qualifications*, and is also available from the City & Guilds Customer Relations department.

Access to qualifications on the National Qualifications Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

Access to assessment

City & Guilds' guidance and regulations on access to assessment are designed to facilitate access for assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements. Access arrangements are designed to allow attainment to be demonstrated. For further information, please see *Access to assessment and qualifications*, available on the City & Guilds website.

Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Providing City & Guilds Qualifications*. There is also appeals information for centres and learners on the City & Guilds website or available from the Customer Relations department.

6 Assessment

6.1 Summary of assessment requirements

For this qualification, candidates will be required to complete the following assessments:
one assignment for **each** unit.

City & Guilds provides the following assessments:

Assignments version A.

City & Guilds provides guidance for centres to use to devise their own assessments. An assignment template is available on request from City and Guilds.

6 Assessment

6.2 About assessment

Grading and marking

Assessments will be graded pass, credit or distinction.

Detailed marking and grading criteria are provided in the Marking Criteria section of each assignment.

Assignments are internally marked and graded.

Simulation

Simulation is not permitted for the assessment of these qualifications. All assignments should be based in a real play environment.

7 Unit specifications

Availability of units

The units for these qualifications follow.

They may also be obtained from the centre resources section of the City & Guilds website.

Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- title
- rationale
- learning outcomes
- guided learning hours
- connections with other awards eg NOS and key skills
- assessment details
- learning outcomes in detail expressed as practical and/ or underpinning knowledge
- range.

8 Units

The Level 3 Certificate in Playwork (**health and safety**) consists of **four** mandatory units.

Unit Number	Unit Title
301	Promote the assumptions and values of playwork
302	Promote, support and plan self directed play
303	Reflect, develop and improve personal and organisational practice in the play setting
304	Promote and establish the health, safety and well being of children in the play setting

The Level 3 Certificate in Playwork (**positive relationships**) consists of **four** mandatory units.

Unit Number	Unit Title
301	Promote the assumptions and values of playwork
302	Promote, support and plan self directed play
303	Reflect, develop and improve personal and organisational practice in the play setting
305	Develop and promote positive relationships in the play setting

The Level 3 Certificate in Playwork (**inclusive playwork**) consists of **four** mandatory units.

Unit Number	Unit Title
301	Promote the assumptions and values of playwork
302	Promote, support and plan self directed play
303	Reflect, develop and improve personal and organisational practice in the play setting
306	Inclusive playwork

The Level 3 Certificate in Playwork (**recruit, select and retain colleagues**) consists of **four** mandatory units.

Unit Number	Unit Title
301	Promote the assumptions and values of playwork
302	Promote, support and plan self directed play
303	Reflect, develop and improve personal and organisational practice in the play setting
307	Recruit, select and retain colleagues in the play setting

The Level 3 Certificate in Playwork (**opportunities in the community**) consists of **four** mandatory units.

Unit Number	Unit Title
301	Promote the assumptions and values of playwork
302	Promote, support and plan self directed play
303	Reflect, develop and improve personal and organisational practice in the play setting
308	Develop playwork opportunities in the community

The Level 3 Certificate in Playwork (**administration**) consists of **four** mandatory units.

Unit Number	Unit Title
301	Promote the assumptions and values of playwork
302	Promote, support and plan self directed play
303	Reflect, develop and improve personal and organisational practice in the play setting
309	Administer playwork provision and manage a budget

The Level 3 Certificate in Playwork (**working with parents and carers**) consists of **four** mandatory units.

Unit Number	Unit Title
301	Promote the assumptions and values of playwork
302	Promote, support and plan self directed play
303	Reflect, develop and improve personal and organisational practice in the play setting
310	Work with parents and carers in the play setting

The Level 3 Certificate in Playwork (**organising and supervising travel**) consists of **four** mandatory units.

Unit Number	Unit Title
301	Promote the assumptions and values of playwork
302	Promote, support and plan self directed play
303	Reflect, develop and improve personal and organisational practice in the play setting
311	Organise and supervise travel outside the play setting

The Level 3 Certificate in Playwork (**ensuring quality**) consists of **four** mandatory units.

Unit Number	Unit Title
301	Promote the assumptions and values of playwork
302	Promote, support and plan self directed play
303	Reflect, develop and improve personal and organisational practice in the play setting
312	Ensuring quality within the play setting

Level 3 Diploma in Playwork structure

The Level 3 Diploma in Playwork consists of **six** mandatory units and **one** optional unit.

Unit Number	Unit Title	
301	Promote the assumptions and values of playwork	Mandatory
302	Promote, support and plan self directed play	Mandatory
303	Reflect, develop and improve personal and organisational practice in the play setting	Mandatory
304	Promote and establish the health, safety and well being of children in the play setting	Mandatory
305	Develop and promote positive relationships in the play setting	Mandatory
306	Inclusive playwork	Mandatory
307	Recruit, select and retain colleagues in the play setting	Optional
308	Develop playwork opportunities in the community	Optional
309	Administer playwork provision and manage a budget	Optional
310	Work with parents and carers in the play setting	Optional
311	Organise and supervise travel outside the play setting	Optional
312	Ensuring quality within the play setting	Optional

Rationale

The aim of this unit is to ensure that candidates fully understand the assumptions and values of playwork and the way that they impact on playwork and the work of a senior playworker. This unit underpins all subsequent units.

Learning outcomes

There are 5 outcomes to this unit. The candidate will be able to:

- 1 Describe the impact of the first assumption of playwork on the provision of a play environment
- 2 Describe the impact of the second assumption of playwork on the interventions playworkers make in children's play
- 3 Explain the impact of the values of playwork on the provision of play opportunities
- 4 Describe the role of the SSC (SkillsActive) in supporting and promoting playwork
- 5 Identify Playwork employment opportunities and describe a play settings organisational structure

Guided learning hours

It is recommended that 60 hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other awards

This unit contributes towards the knowledge and understanding required for the following awards:

- NVQ in Playwork Level 3.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication.
- Working with others.
- Problem solving.

Assessment and grading

The outcomes for this unit will be assessed on the basis of evidence resulting from:

Practical Activities

These are listed for each outcome in the next section. The assessment takes the form of a set assignment. These assignments are designed to assess the evidence produced by the candidate as a result of assessment of work based activity. This could take the form of witness testimony. The time required for candidates to demonstrate the requisite skills will vary according to their abilities, motivation and experience.

Unit 301

Outcome 1

Promote the assumptions and values of playwork

Describe the impact of the first assumption of playwork on the provision of a play environment

Practical skills

The candidate will be able to:

- 1 Plan a children's play environment in line with the **first assumption of playwork**.
- 2 Apply the **first assumption of playwork** to the provision of a play environment.

Underpinning knowledge

The candidate will be able to:

- 1 describe the **first assumption of playwork**
- 2 explain how to recognise **children's play behaviour**.

Range

First assumption of playwork

Children's play is freely chosen, personally directed behaviour, motivated from within; through play, the child explores the world and her or his relationship with it, elaborating all the while a flexible range of responses to the challenges she or he encounters; by playing, the child learns and develops as an individual.

Children's play behaviour

Positive aspects eg co-operating, helping, encouraging others, treating others with fairness, being unselfish, comforting others and other ways of responding positively to the feelings of others.

Unwanted behaviour – behaviour that has a negative effect on the play setting, on other children and/or the child's own self-esteem.

Unit 301

Outcome 2

Promote the assumptions and values of playwork

Describe the impact of the second assumption of playwork on the interventions playworkers make in children's play

Practical skills

The candidate will be able to:

- 1 Apply the **second assumption of playwork** to the role of the playworker.

Underpinning knowledge

The candidate will be able to:

- 1 recognise **children's play cues**
- 2 respond sensitively to children's play cues
- 3 explain how **intervention by the playworker** can affect children's right to free play.

Range

Second assumption of playwork

Whereas children may play without encouragement or help, adults can, through the provision of an appropriate human and physical environment, significantly enhance opportunities for the child to play creatively and thus develop through play.

Children's play cues

Facial expressions, language or body language that communicate the child or young person's wish to play or invite others to play.

Intervention by the playworker

The playworker's role in the play interaction, the negative effect of an adult controlling play, the positive effect of playworker motivating and extending the playful experience for the child/children/young people.

Unit 301

Outcome 3

Promote the assumptions and values of playwork

Explain the impact of the values of playwork on the provision of play opportunities

Practical skills

The candidate will be able to:

- 1 Implement an inclusive, anti bias session of play opportunities with children and other playworkers.
- 2 Evaluate the effectiveness of a playwork session using the **values of playwork**.

Underpinning knowledge

The candidate will be able to:

- 1 describe the **values of playwork**
- 2 explain how the **playwork values impact** upon the provision of play opportunities in relation to:
 - a child-centred provision
 - b children's rights
 - c inclusive practice
 - d anti-discriminatory (anti-bias) practice.

Range

Values of playwork

See Appendix 2.

Principles of playwork

See Appendix 2.

Playwork values impact

Playwork practice, the assumptions, values and principles of playwork, the fun, playful and anti-discriminatory aspects.

Unit 301

Outcome 4

Promote the assumptions and values of playwork

Describe the role of the SSC (SkillsActive) in supporting and promoting playwork

Practical skills

The candidate will be able to:

- 1 Access sources of information on the **role of SkillsActive** in **supporting and promoting playwork**.

Underpinning knowledge

The candidate will be able to:

- 1 describe the **role of SkillsActive** in playwork
- 2 explain the main functions of SkillsActive in **supporting and promoting playwork**
- 3 outline the **training opportunities** available for a professional qualification in playwork.

Range

Role of SkillsActive

Sector Skills Council, develop and promote playwork industry.

Supporting and promoting playwork

Professionalising of playwork industry, explaining the important aspects of playwork to a wider community and other professional bodies.

Training opportunities

Courses, workshops, shadowing of experienced workers, learning new skills.

Unit 301

Outcome 5

Promote the assumptions and values of playwork

Identify playwork employment opportunities and describe a play setting's organisational structure

Practical skills

The candidate will be able to:

- 1 Undertake research to identify differing playwork **employment opportunities**.
- 2 Access **sources of information**, to describe playwork organisations and their structures.

Underpinning knowledge

The candidate will be able to:

- 1 describe the different **employment opportunities** in playwork
- 2 explain the different **types of play setting**
- 3 explain playwork organisations and their **structures**
- 4 identify **key aspects** of the Play service provided.

Range

Employment opportunities

Full-time, part-time, sessional, temporary, voluntary.

Sources of information

Written, websites, spoken word, Childrens' Information Services, (Local, Regional, National).

Types of Play setting

Out of school clubs, breakfast club, holiday playscheme, play centre, adventure playground, extended school provision.

Structures

Privately owned company: owner manager, supervisors, playworkers.

Local authority setting: play service, head of service, senior workers, playworkers, temporary summer staff.

SureStart Centre: centre manager, play work supervisor and workers.

Schools (extended provision): head of school, play sessions supervisors, play session workers, breakfast club workers.

Voluntary, community sector, co-operative.

Key Aspects

Legislation, Children Act, Health and Safety, UN convention, Registration and Regulatory requirements, Ofsted Standards(England),ESTYN (Wales), HMIe (Scotland) and ETI (Northern Ireland), Apprenticeship schemes.

Unit 301 Promote the assumptions and values of playwork

Suggested good practice and resources

Suggested good practice

It should be recognised that those working towards **promoting the assumptions and values of playwork** at level 3 may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying **Promote the assumptions and values of playwork** at level 3, it is vital that they understand the importance of imbedding this value base into everyday practice before progressing.

Whilst delivering and assessing the outcomes it is important to focus on issues within Playwork. Personal research should be integrated within the delivery of the unit and documented individually by each learner. It should be made clear to learners that there are a variety of playwork providers within the industry and the learner will need to differentiate from one provider to another and have a clear understanding of the different kinds of settings. Learners will need to gain information on the emerging theories of play and give acknowledgement to their sources (eg: Play Cues – Perry Else and Gordon Sturrock).

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion, where learners can share experiences they have had in a play setting, is a good way of starting the unit.

To underpin delivery and give learners the best chance of successfully completing this unit, a work placement of 30 hours in a play setting – documented in a reflected diary by the learner (see – Assignment 301) will be needed for this unit.

Access to resources for investigation and research will be needed within the learning environment and will be linked to the 'Key Skills' units.

Suggested resources

There are a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Tutors should use those with which they feel most comfortable. Please ensure that the latest edition is used in this fast changing sector of employment.

Books

Buskers Guide to Playwork – Shelly Newstead
Published by Common Threads, ISBN 1-904792-13-8

“It Doesn’t Just Happen” – guidelines for managing inclusive play provision
Available from **www.kids.org.uk**

“A Taxonomy of Play Types” by Bob Hughes
Available via **publications@playeducation.com**
“Play Environments – A Question of Quality” by Bob Hughes
Available via **publications@playeducation.com**

“Take Ten More” - learner materials/packs for candidates to support and advise them through level 3 playwork qualifications including NVQ with lots of ideas for evidence
Available from **www.furzeham.com**

“Playwork – Theory & Practice” edited by Fraser Brown
Open University Press 2003, ISBN 0-335-20944-0

“Evolutionary Playwork and reflective analytic practice” by Bob Hughes
Routledge 2001, ISBN 0-415-25166-4

Publications

Play Today – bi-monthly free journal – contact NCB

“Best Play” – downloadable from publications on Children’s Play Council website -
www.ncb.org.uk/cpc

Websites

Sector skills council for playwork - **www.skillsactive.org.uk** / **www.playwork.org.uk**

Children play council / play information service - **www.ncb.org.uk**

Children’s play in Wales - **www.playwales.uk**

Children’s play in Scotland - **www.playscotland2.freeseve.co.uk**

Children’s play in Northern Ireland - **www.playboard.org**

UN Convention on the Rights of the Child - **www.unhchr.org**

Children Rights Information Network - **www.crin.org**

Rationale

The aim of this unit is to introduce the candidate to the links between promoting, supporting and planning self directed play in the play setting. The values and assumptions of the playwork standards underpin this unit.

Learning outcomes

There are 4 outcomes to this unit. The candidate will be able to:

- 1 Collect and analyse information on play needs and preferences
- 2 Prepare child-centred play spaces
- 3 Support self directed play
- 4 Help children and young people manage risk during play

Guided learning hours

It is recommended that 50 hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other awards

This unit contributes towards the knowledge and understanding required for the following awards:

- NVQ in Playwork Level 3.
- PW 6 Contribute to an organisational framework that reflects the needs and protects the rights of children and young people.
- PW9 Plan for and support self directed play.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication.
- Working with others.
- Problem solving.

Assessment and grading

The outcomes for this unit will be assessed on the basis of evidence resulting from:

Practical Activities

These are listed for each outcome in the next section. The assessment takes the form of a set assignment. These assignments are designed to assess the evidence produced by the candidate as a result of assessment of work based activity. This could take the form of witness testimony. The time required for candidates to demonstrate the requisite skills will vary according to their abilities, motivation and experience.

Unit 302

Outcome 1

Promote, support and plan self directed play

Collect and analyse information on play needs and preferences

Practical skills

The candidate will be able to:

- 1 Undertake observations to identify play needs and preferences.
- 2 Analyse the process and findings of observations.

Underpinning knowledge

The candidate will be able to:

- 1 describe the **main stages of child development** (4 – 16 years)
- 2 describe different **types of play**
- 3 describe **behaviour modes** associated with play
- 4 describe **mood descriptors** associated with play
- 5 explain the **importance of consulting on play needs** and preferences and appropriate methods of doing so
- 6 outline **different methods of consulting** with children and young people
- 7 promote a range of different types of **play spaces** that can meet children's needs and preferences.

Range

Main stages of child development

Social, evolutionary, physical, emotional, creative, and how these effect play needs and behaviours.

Types of play

Symbolic, rough and tumble, socio-dramatic, social, creative, communication, exploratory, fantasy, imaginative, locomotive, mastery, object, rule, deep, dramatic.

Behaviour modes

Personality, directed, spontaneous.

Mood descriptors

Description/s of how children are feeling and behaving.

Importance of consulting on play needs

So children / young people are empowered and feel their wishes and needs are taken into consideration.

Different methods of consulting

Discussion, questionnaires, games, observation.

Play spaces

Anywhere children and young people can play.

Unit 302

Outcome 2

Promote, support and plan self directed play

Prepare child-centred play spaces

Practical skills

The candidate will be able to:

- 1 **Involve children and young people** in creating **play spaces** that can provide for a range of different play types.
- 2 Adapt **play spaces** to meet the changing needs of children and young people.
- 3 Use resources to enable **children and young people** to participate in play opportunities according to their needs.
- 4 Ensure **play spaces** are child-centred and inclusive environments which take account of health and safety requirements.

Underpinning knowledge

The candidate will be able to:

- 1 explain the **importance of planning play spaces** that meet children and young people's play needs
- 2 describe **how to involve children and young people** in the creation of **play spaces**
- 3 assess the **implications of addressing the needs** of individual children and young people
- 4 identify the **basic legislation and government guidance** covering health and safety, and relationships with children and young people
- 5 describe the **role** of the playworker.

Range

Importance of planning play spaces

Health and safety, ensuring inclusion, sufficient resources.

How to involve children and young people

Discussion, motivation, enabling, empowerment.

Play spaces

Anywhere children and young people can play.

Implications of addressing the needs

Costs, resources, staffing, transport, timings and the need for evidence to obtain extra support for individual children.

Basic legislation and government guidance

Health and Safety at Work Act 1974, the Children Act 1989, Care Standards 2000, Equal Opportunities Act, the Discrimination Act, Special Educational Needs and Disabilities Act, Every Child Matters.

Role

Facilitator, respectful listener, experienced adult, source of ideas, friendly companion, role model, impartial referee, gate keeper.

Practical skills

The candidate will be able to:

- 1 Support and empower children and young people to choose and explore the range of play spaces for themselves.
- 2 Respond effectively to play cues.

Underpinning knowledge

The candidate will be able to:

- 1 explain the **importance of allowing children and young people to play without interruption** unless support is required
- 2 outline the **main stages of the play cycle**
- 3 define a **play frame**
- 4 identify different **types of play cues**.

Range

Importance of allowing children and young people to play without interruption

Empowerment, enabling, development of self creativity, self control as opposed to adult control, self esteem and confidence.

Main stages of the 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.
(Gordon Sturrock and Perry Else 1998 – See resources)

Play frame

A material or non-material boundary that keeps the play intact.

Types of play cues

Facial expressions, language or body language that communicate the child or young person's wish to play or invite others to play.

Unit 302
Outcome 4

Promote, support and plan self directed play
Help children and young people manage risk during play

Practical skills

The candidate will be able to:

- 1 Assess when children and young people can manage and explore risk during play.
- 2 Assess the risks hazards pose and raise the awareness of children and young people.

Underpinning knowledge

The candidate will be able to:

- 1 explain **why risk is important in play**
- 2 describe **how to encourage and support risk-taking**
- 3 explain the **importance of following organisational policies and procedures**
- 4 explain **how to assess risk** according to age and stage of development of children and young people.

Range

Why risk is important in play

Provide challenge, stimulation, self-esteem, independence, skill base, self reliance, development.

How to encourage and support risk-taking

Attitude, discussion, practical support.

Importance of following organisational policies and procedures

To ensure legislation and all guidelines are followed.

How to assess risk

Follow 'five steps to risk assessment' guidance.

Unit 302 Promote, support and plan self directed play

Suggested good practice and resources

Suggested good practice

It should be recognised that those working towards **Promote, support and plan self-directed play** may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying **Promote, support and plan self directed play** at level 3 is a vital area that will need to be understood and practiced to check knowledge and skills.

Whilst delivering and assessing the outcomes it is important to focus on issues within playwork, to have a clear understanding of the assumptions, values and principles of playwork, alongside knowledge of the established and emerging theories of playwork and their links into everyday practice.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion, where learners can share experiences they have had in a play setting, is a good way of starting the unit.

To underpin delivery and give learners the best chance of successfully completing this unit, a work placement of 20 hours in a play setting will need to be undertaken.

Access to resources for investigation and research will be needed within the learning environment and will be linked to the 'Key Skills' units.

Suggested resources

There are a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Tutors should use those they feel most comfortable with. Please ensure that the latest edition is used in this fast changing sector of employment.

Books

Playwork: Play and Care of Children by Annie Davy
Published by Thompson, ISBN –1861526660

Playwork – A guide to good practice by Paul Bonel and Jenny Lindon
Nelson Thornes, ISBN 0-7487-5496-2

“A Taxonomy of Play Types” by Bob Hughes
Available via publications@playededucation.com

“Play Environments – A Question of Quality” by Bob Hughes
Available via publications@playededucation.com

“Take Ten More” learner materials/packs for candidates to support and advise them through level 3 playwork qualifications including NVQ with lots of ideas for evidence
Available from www.furzeham.com

“Playwork – Theory & Practice” edited by Fraser Brown
Open University Press 2003, ISBN-0-335-20944-0

“Evolutionary Playwork and reflective analytic practice” by Bob Hughes
Routledge 2001, ISBN 0-415-25166-4

“The Ambiguity of Play” by Brian Sutton-Smith
Harvard University Press 1997, ISBN 0-674-00581-3

Buskers Guide to Playwork by Shelly Newstead
Common Threads, ISBN 1-904792-13-8

Games, Games, Games 3
Woodcraft Folk, ISBN- 1- 873695-03-0

Publications

Play Today – bi-monthly free journal – contact NCB

Best play – (Downloadable from NCB website)

The Playground as therapeutic space: Playwork as healing (The Colorado Paper), by Gordon Sturrock and Perry Else (1998), published in Play in a changing society: Research, Design, Application, IPA/USA. Little Rock, USA..

Websites

Sector skills council for playwork - www.skillsactive.org.uk / www.playwork.org.uk

Children play council / play information service - www.ncb.org.uk

Children's play in Wales - www.playwales.uk

Children's play in Scotland - www.playscotland2.freeserve.co.uk

Children's play in Northern Ireland - www.playboard.org

Useful source for playwork theories, including Sturrock and Else - www.ludemos.org

Unit 303

Reflect, develop and improve personal and organisational practice in the play setting

Rationale

The aim of this unit is to help the playworker understand the importance of looking at their own practice and that of their organisation, proposing and implementing changes and planning their own development. The values and assumptions of the Playwork Standards underpin this unit.

Learning outcomes

There are 2 outcomes to this unit. The candidate will be able to:

- 1 Reflect on and evaluate practice
- 2 Improve own personal performance and continuing professional development

Guided learning hours

It is recommended that 50 hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other awards

This unit contributes towards the knowledge and understanding required for the following awards:

- NVQ in Playwork Level 3.
- PW10 Reflect on and develop practice.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication.
- Working with others.
- Problem solving.

Assessment and grading

The outcomes for this unit will be assessed on the basis of evidence resulting from:

Practical Activities

These are listed for each outcome in the next section. The assessment takes the form of a set assignment. These assignments are designed to assess the evidence produced by the candidate as a result of assessment of work based activity. This could take the form of witness testimony. The time required for candidates to demonstrate the requisite skills will vary according to their abilities, motivation and experience.

Unit 303

Reflect, develop and improve personal and organisational practice in the play setting

Outcome 1

Reflect on and evaluate practice

Practical skills

The candidate will be able to:

- 1 Gather information needed to improve practice.
- 2 Evaluate own work and the work of the setting.
- 3 Recommend changes aimed at improving practice.

Underpinning knowledge

The candidate will be able to:

- 1 explain reasons why **evaluation and reflection of own practice are important** in a setting
- 2 outline **sources of feedback** on performance
- 3 outline sources of information which need to be gathered
- 4 explain **how to deal with feedback**
- 5 explain **techniques of reflective analysis**.

Range

Information

Personal observations, reflection, feedback from participants and colleagues, benchmarks, current playwork publications, playwork internet web pages.

Evaluation and reflection of own practice are important

To ensure aims of work have been met.

Sources of feedback

Colleagues/peers, line management, children, parents.

How to deal with feedback

Deal with criticisms constructively, assess feedback objectively.

Techniques of reflective analysis

Active listening, feedback analysis, analysing what has been effective and why, analysing what has been ineffective and why, methods for improving practice.

Unit 303

Reflect, develop and improve personal and organisational practice in the play setting

Outcome 2

Improve own personal performance and continuing professional development

Practical skills

The candidate will be able to:

- 1 Undertake personal strengths, weaknesses, opportunities and threats (SWOT) analysis.
- 2 Produce a personal development plan.

Underpinning knowledge

The candidate will be able to:

- 1 explain the **importance of evaluating areas of strength, weakness, opportunities and threats** to develop self
- 2 state the **purpose of a personal development plan**
- 3 explain **how to develop objectives** for a personal development plan
- 4 outline a range of formal and informal **learning opportunities**
- 5 explain the **importance of reviewing and updating** personal development plans towards continuing professional development.

Range

Importance of evaluating areas of strength, weakness, opportunities and threats

To improve on areas of weaknesses and celebrate areas of strengths and opportunities.

Purpose of a personal development plan

To plan with specific targets and timescales.

How to develop objectives

Specific, measurable, achievable, realistic, timescaled.

Learning opportunities

Training, mentoring, distance learning, continuing professional development, increased responsibility, sharing with colleagues, seeking advice, visiting other settings.

Importance of reviewing and updating

Analysing and assessing needs, developing and gaining new and varied skills.

Unit 303 **Reflect, develop and improve personal and organisational practice in the play setting**

Suggested good practice and resources

Suggested good practice

It should be recognised that those working towards **Reflect, develop and improve personal and organisational practice in the play setting** may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying **Reflect, develop and improve personal and organisational practice in the play setting** at level 3 is a vital area that will need to be understood and practiced to check knowledge and skills.

Whilst delivering and assessing the outcomes it is important to focus on issues within Playwork, to have a clear understanding of the Assumptions, Values and Principles of Playwork, a knowledge base of the established and emerging theories of playwork and their links into everyday practice.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion where learners can share experiences they have had in a play setting is a good way of starting the unit. It is suggested that learners undertake the documentation of personal reflection and this could take the form of a reflective diary or journal.

To underpin delivery and give the learner the best chance of successfully completing this unit a work placement of 20 hours in a play setting will need to be undertaken.

Access to resources for investigation and research will be needed within the learning environment and will be linked to the 'Key Skills' units.

Suggested resources

There are a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Tutors should use those with which they feel most comfortable. Please ensure that the latest edition is used in this fast changing sector of employment.

Books

Playwork: Play and Care of Children by Annie Davy
Published by Thompson, ISBN-1861526660

Playwork – A guide to good practice by Paul Bonel and Jenny Lindon
Nelson Thornes (ISBN 0-7487-5496-2)

“A Taxonomy of Play Types” by Bob Hughes
Available via publications@playeducation.com

“Play Environments – A Question of Quality” by Bob Hughes
Available via publications@playeducation.com

“Take Ten More” learner materials/packs for candidates to support and advise them through level 3 playwork qualifications including NVQ with lots of ideas for evidence
Available from www.furzeham.com

“Playwork – Theory & Practice” edited by Fraser Brown
Open University Press 2003, ISBN 0-335-20944-0

“Evolutionary Playwork and reflective analytic practice” by Bob Hughes
Routledge 2001, ISBN 0-415-25166-4

“The Ambiguity of Play” by Brian Sutton-Smith
Harvard University Press 1997, ISBN 0-674-00581-3

Buskers Guide to Playwork – Shelly Newstead
Common Threads, ISBN-1-904792-13-8

Publications

Play Today – bi-monthly free journal – contact NCB

Best Play – (Downloadable from NCB website)

Websites

Sector skills council for playwork - www.skillsactive.org.uk / www.playwork.org.uk

Play information service - www.ncb.org.uk

Children’s play in Wales - www.playwales.uk

Children’s play in Scotland - www.playscotland2.freeseve.co.uk

Children’s play in Northern Ireland - www.playboard.org

Useful source for playwork theories - www.ludemos.org

Also - www.reflectivepractice.org

Rationale

The aim of this unit is to develop the candidate's ability to contribute to a play-centred environment that is maintained to an appropriate level of safety, and contributes to the health and well-being of the children using it. The values, assumptions and principles of the Playwork standards underpin this unit.

Learning outcomes

There are 5 outcomes to this unit. The candidate will be able to:

- 1 Respond to concerns about possible child abuse
- 2 Promote and establish the health and safety of children
- 3 Maintain the healthy, safe and secure environment for children
- 4 Respond to injuries and signs of illness
- 5 Follow emergency procedures

Guided learning hours

It is recommended that 50 hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other awards

This unit is designed to cover the underpinning knowledge for the following NVQ Playwork level 3 units:
PW7 Develop and maintain a healthy and safe environment for children.
PW12 Respond to concerns about child abuse.

Assessment and grading

The outcomes for this unit will be assessed on the basis of evidence resulting from:

Practical Activities

These are listed for each outcome in the next section. The assessment takes the form of a set assignment. These assignments are designed to assess the evidence produced by the candidate as a result of assessment of work based activity. This could take the form of witness testimony. The time required for candidates to demonstrate the requisite skills will vary according to their abilities, motivation and experience.

Unit 304 Promote and establish the health, safety and well being of children in the play setting

Outcome 1 Respond to concerns about possible child abuse

Practical skills

The candidate will be able to:

- 1 Devise play opportunities which promote children's sense of self-worth and self-esteem, and facilitate their ability to assert themselves.
- 2 Provide information to children and young people about potentially **abusive situations** and how to keep safe.
- 3 Report and record signs, indicators and disclosures of abuse using formal child protection procedures and following legal requirements.

Underpinning knowledge

The candidate will be able to:

- 1 explain why it is important to raise children's awareness of potentially abusive situations
- 2 explain the **need for a strong sense of self-esteem and self-confidence** in a child's to protect themselves from possible abuse
- 3 describe the **physical and behavioural signs and indicators of possible abuse**
- 4 outline the **legal requirements of workers and settings** when possible child abuse is suspected
- 5 explain the **reasons why suspected child abuse should be recorded factually and sensitively**
- 6 explain **how playworkers should communicate** with a child who may have been abused
- 7 explain why it is important to make it clear to the child of the **potential need to inform** other people
- 8 explain the **child protection procedures** to follow when reporting suspicions of child abuse
- 9 explain the **reasons for maintaining confidentiality**.

Range

Abusive situations

Neglect, physical abuse, emotional abuse, sexual abuse, bullying.

Need for a strong sense of self-esteem and self-confidence

Empowerment of individual child, to decrease self blaming.

Physical and behavioural signs and indicators of possible abuse

Physical: injuries not consistent with age related play or other reasonable accidental injuries, physical signs of neglect.

Behavioural: behaviour which is unusual for the child's age or stage of development, eg precocious sexual behaviour or knowledge, or an unusual fear of adults or other children.

Legal requirements of workers and settings

Follow guidance of 'Every child matters'.

Unit 304

Promote and establish the health, safety and well being of children in the play setting

Outcome 1

Respond to concerns about possible child abuse

Reasons why suspected child abuse should be recorded factually but sensitively

Accurate recording of facts without blame or interpretation as records could be used in future case conferences and for legal interactions.

How playworkers should communicate

Sensitively, without exerting pressure, at the child's pace, without leading questions, without promises of confidentiality, without criticism, assure them that they were right to report it.

Potential need to inform

Follow guidance in Every Child Matters.

Child protection procedures

Follow guidance in Every Child Matters.

Reasons for maintaining confidentiality

Only passing on information to those who have a right to it.

Unit 304

Promote and establish the health, safety and well being of children in the play setting

Outcome 2

Promote and establish the health and safety of children

Practical skills

The candidate will be able to:

- 1 Encourage children to participate in maintaining their own safety and the safety of others within the play environment.
- 2 Promote children's awareness of **health issues**.
- 3 Encourage children's independent self-care skills.
- 4 Provide children with advice and guidance on possible risks in their day to day life outside the play setting.

Underpinning knowledge

The candidate will be able to:

- 1 outline a range of **health issues** that are relevant to the needs of the children
- 2 describe the **possible risks children may face** in their day to day lives when they are on their own
- 3 outline **sources of information that provide advice and guidance** on managing risks
- 4 explain the **value of collaboration with parents/carers** in relation to health and safety.

Range

Health issues

Eating disorders, sexual health, smoking, substance abuse, puberty.

Possible risks children may face

Physical and emotional factors.

Independent self-care skills

Cleanliness, hygiene, eating, appearance, health, communication.

Sources of information that provide advice and guidance

Health and Safety Executive, police, health services, local authorities, advisory groups.

Value of collaboration with parents/carers

Best source of information on their own child, good partnership.

Unit 304 **Promote and establish the health, safety and well being of children in the play setting**
Outcome 3 Maintain the healthy, safe and secure environment for children

Practical skills

The candidate will be able to:

- 1 Undertake a health and safety check of the play setting.
- 2 Undertake a risk assessment in the play setting.
- 3 Maintain supervision of children appropriate to the levels of risk and the child's stage of development.
- 4 Manage hazards and incidents to meet organisational and legal requirements.
- 5 Complete records of hazards and incidents.

Underpinning knowlegde

The candidate will be able to:

- 1 describe the main requirements of **health and safety legislation**
- 2 describe the **procedures for maintaining health, safety and security** during children's arrivals and departures
- 3 explain the reasons why children should take **responsibility for their own health, safety and security**
- 4 describe **good hygiene practice**
- 5 explain the **importance of establishing ground rules** in collaboration with the children
- 6 describe **how to undertake a risk assessment** in the play setting.

Range

Requirements of health and safety legislation

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations, Control Of Substances Hazardous to Health 1992, the Health and Safety at Work Act 1974, the Children Act 1989 and the Health and Safety responsibilities of different individuals within a range of settings.

Procedures for maintaining health, safety and security

Checklists, risk assessments, health and safety policies.

Responsibility for their own health, safety and security

Empowerment and enabling of children and young people.

Good hygiene practice

Checking of facilities and equipment, toilets and washing areas, movement and activity of children.

Importance of establishing ground rules

Empowerment, knowledge sharing, sense of ownership.

How to undertake a risk assessment

Follow 'five steps to risk assessment' guidance.

Unit 304

Promote and establish the health, safety and well being of children in the play setting

Outcome 4

Respond to injuries and signs of illness

Practical skills

The candidate will be able to:

- 1 Follow procedures for dealing with **accidents and illness**.
- 2 Complete reports in accordance with organisational and legal requirements.

Underpinning knowledge

The candidate will be able to:

- 1 outline the **importance of maintaining personal safety** at all times
- 2 describe the **main procedures for responding to accidents/incidents and illness**
- 3 explain the **importance of following procedures** when incidents/ accidents and illnesses occur
- 4 identify the signs and **symptoms of childhood injuries and illness** and the appropriate exclusion guidance period for contagious illness.

Range

Accidents and incidents

Nut allergy, choking, bee stings, epileptic fit, asthma attack, onset of diabetic coma (hypoglycaemia), signs of substance abuse.

Main procedures for responding to accidents and illness

Remaining calm, protecting casualties, summoning qualified assistance, providing clear and accurate information, completing accurate reports.

Importance of maintaining personal safety

Well being of child/young person.

Importance of following procedures

So all team members and children/young people are aware of what has happened, when and action undertaken.

Legal requirement – RIDDOR / Health and Safety at Work.

Symptoms of childhood illness

Diarrhoea, measles, chicken pox, cuts and bruises, onset of diabetic coma (hypoglycaemia), meningitis.

Unit 304

Promote and establish the health, safety and well being of children in the play setting

Outcome 5

Follow emergency procedures

Practical skills

The candidate will be able to:

- 1 Follow **emergency** procedures.
- 2 Complete reports of incidents and practices in accordance with legal requirements and organisational procedures.

Underpinning knowledge

The candidate will be able to:

- 1 explain the **importance of routine practice** of emergency procedures
- 2 describe the **main procedures** for responding to emergency incidents.

Range

Emergencies

Fire, missing children, evacuation.

Importance of routine practice

So everyone in setting has experienced what to do in an emergency, to highlight any potential dangers or flaws in procedure.

Main procedures

Remaining calm, following organisational plans and policies, completing accurate reports.

Unit 304 **Promote and establish the health, safety and well being of children in the play setting**

Suggested good practice and resources

Suggested good practice

It should be recognised that those working towards the **Promote and establish health, safety and well being of children in the play setting** at level 3 may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying **Promote and establish the health, safety and well being of children in the play setting** at level 3, it is vital that they understand this crucial unit before progressing.

Whilst delivering and assessing the outcomes it is important to focus on issues within Playwork. It should be made clear to learners that the playwork assumptions, values and principles should be integrated within the learner's practice, knowledge and understanding of this important unit.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion, where learners can share experiences they have had in a play setting, is a good way of starting the unit.

Access to resources for investigation and research will be needed within the learning environment and will be linked to the 'Key Skills' units.

Suggested resources

There are a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Tutors should use those with which they feel most comfortable. Please ensure that the latest edition is used in this fast changing sector of employment.

Books

Playwork: Play and Care of Children by Annie Davy
Thompson, ISBN 1861526660 (New edition expected late 2006)

Playwork – A guide to good practice by Paul Bonel and Jenny Lindon
Nelson Thornes, ISBN 0-7487-5496-2

Buskers Guide to Playwork by Shelly Newstead
Common Threads, ISBN 1-904792-13-8)

Risk and Safety in Play by Dave Potter
EF Spoon Ltd, ISBN-0-419-22370-3

Ofsted – National Standards

First Aid Manual – St. John Ambulance
Dorling Kingsley, ISBN-0751307076

Websites

Sector skills council for playwork - **www.skillsactive.org.uk / www.playwork.org.uk**

Play information service - **www.ncb.org.uk**

Children's play in Wales - **www.playwales.uk**

Children's play in Scotland - **www.playscotland2.freereserve.co.uk**

Children's play in Northern Ireland - **www.playboard.org**

Five steps to risk assessment/ RIDDOR explained /lots of valuable leaflets and resources - **www.hse.org**
valuable resource- **www.everychildmatters.gov.uk**

Rationale

The aim of this unit is to introduce candidates to the knowledge and skills associated with the role of being a playworker. They will consider the importance of developing and promoting positive relationships with children and young people, whilst communicating positively with children, young people and adults. The values and assumptions of the playwork standards underpin this unit.

Learning outcomes

There are 4 outcomes to this unit. The candidate will be able to:

- 1 Develop relationships with children
- 2 Communicate with children and young people
- 3 Support children and young people in developing relationships
- 4 Communicate with adults

Guided learning hours

It is recommended that 50 hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other awards

This unit contributes towards the knowledge and understanding required for the following awards:

- NVQ in playwork Level 3.
- PW8 Develop and Promote positive relationships.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication.
- Working with others.
- Problem solving.

Assessment and grading

The outcomes for this unit will be assessed on the basis of evidence resulting from:

Practical Activities

These are listed for each outcome in the next section. The assessment takes the form of a set assignment. These assignments are designed to assess the evidence produced by the candidate as a result of assessment of work based activity. This could take the form of witness testimony. The time required for candidates to demonstrate the requisite skills will vary according to their abilities, motivation and experience.

Unit 305

Develop and promote positive relationships in the play setting

Outcome 1

Develop relationships with children

Practical skills

The candidate will be able to:

- 1 Interact positively with children in the play setting.
- 2 Apply inclusive and anti-discriminatory practice in relationships with children and young people.
- 3 Involve children and young people in the decision making process about their needs and preferences.

Underpinning knowledge

The candidate will be able to:

- 1 outline **strategies for welcoming and valuing** children at the play setting
- 2 describe the **basic stages of child development** reflecting upon
 - a) how to behave with children
 - b) how to communicate with children
 - c) how children interact with each other.
- 3 state the main **Acts of legislation and government guidance** covering relationships with others
- 4 explain the **importance of supporting children in making choices** and decisions for themselves
- 5 assess **how to balance the needs** of individual children with those of the group as a whole.

Range

Strategies for welcoming and valuing

Buddying, key-workers, approachable friendly personality, teamworking.

Basic stages of child development

Key milestones in child development (physical and emotional development) 5-16 years.

Acts of legislation and government guidance

Disability Act, Race Relations Act, Equal Opportunities Act, Data Protection Act, The Childrens Act 1989.

Importance of supporting children in making choices

Empowerment, enabling, building of self-esteem, self-reliance and confidence.

How to balance the needs

Ensuring that individual needs are considered whilst the group needs are fulfilled.

Unit 305

Develop and promote positive relationships in the play setting

Outcome 2

Communicate with children and young people

Practical skills

The candidate will be able to:

- 1 Communicate effectively with children and young.
- 2 Actively listen to children and young people.
- 3 Adapt methods where communication difficulties are encountered.

Underpinning knowledge

The candidate will be able to:

- 1 explain the **importance of clear communication** with children and young people
- 2 describe the **importance of being sensitive** to communication difficulties with children and young people.

Range

Importance of clear communication

Ensuring that children are understood, listened to and in control of the outcomes.

Importance of being sensitive

Ensuring that children are being listened to, speaking and communicating fully to children in a way that is appropriate to their stage of development and taking into account their individual needs.

Unit 305

Develop and promote positive relationships in the play setting

Outcome 3

Support children and young people in developing relationships

Practical skills

The candidate will be able to:

- 1 Support children and young people in developing **'agreements'**.
- 2 Support children who are upset.
- 3 Support children in developing empathy.

Underpinning knowledge

The candidate will be able to:

- 1 describe **strategies** for dealing effectively with positive and negative behaviour
- 2 explain the **importance of children and young people managing conflict**
- 3 outline the **importance of dealing consistently and fairly** with behaviour
- 4 explain the **importance of supporting empathy** within children and young people.

Range

Agreements

Informal or formal contract with children and young people in the play setting, usually linked to 'ground rules' or codes of practice.

Strategies

Timeout, rewards and sanctions, positive reinforcement.

Importance of children and young people managing conflict

Empowerment, self-esteem.

Importance of dealing consistently and fairly

Fairness, inclusion.

Importance of supporting empathy

Encouraging children and young people to be able to 'put themselves in others shoes'.

Unit 305

Develop and promote positive relationships in the play setting

Outcome 4

Communicate with adults

Practical skills

The candidate will be able to:

- 1 Communicate effectively with adults.

Underpinning knowledge

The candidate will be able to:

- 1 describe the **importance of maintaining positive relationships** with **adults** in the play setting
- 2 explain the **importance of clear communication**
- 3 identify **potential situations that may cause conflict** with **adults** and demonstrate how to deal with them using correct policies and procedures
- 4 explain **how to deal with issues of confidentiality**
- 5 identify the different **types of information** that should be treated confidentially.

Range

Adults

Parents, carers, supervisors, others associated with play setting eg headteacher/caretaker.

Importance of maintaining positive relationships

To work in partnership with other adults, well being of children/young people at setting.

Importance of clear communication

That adults are listened to , understood and in control of their own outcomes.

Potential situations that may cause conflict

Arguments, disagreements, payment, difficulties with other children in the setting, bullying.

How to deal with issues of confidentiality

Only passing on information to those who have a right to it.

Types of information

Personal details about child/young people and / or family.

Unit 305 **Develop and promote positive relationships in the play setting**

Suggested good practice and resources

Suggested good practice

It should be recognised that those working towards **Develop and promote positive relationships in the play setting** at level 3 may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying **Develop and promote positive relationships in the play setting** at level 3, it is vital that they understand this unit.

Whilst delivering and assessing the outcomes, it is important to focus on issues within Playwork. It should be made clear to learners that there are a number of established and emerging play theorists that will give understanding and knowledge to the learner's contribution to the development and promotion of positive relationships in the play setting.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; activities such as ice breaker type games and class discussion, where learners can share experiences they have had in a play setting, are good ways of starting the unit.

To underpin delivery and give the learner the best chance of successfully completing this unit a work placement of 20 hours in a play setting will be needed for this unit.

Access to resources for investigation and research will be needed within the learning environment, and will be linked to the 'Key Skills' units.

Suggested resources

There are a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Tutors should use those with which they feel most comfortable. Please ensure that the latest edition is used in this fast changing sector of employment.

Books

Playwork: Play and Care of Children by Annie Davy
Thompson, ISBN –1861526660

Playwork: A guide to good practice by Paul Bonel and Jenny Lindon
Nelson Thornes, ISBN 0-7487-5496-2

Buskers Guide to Playwork by Shelly Newstead
Common Threads, ISBN 1904792-13-8

Buskers Guide to Behaviour by Shelly Newstead
Common Threads, ISBN 1904792-14-6

A taxonomy of Play Types by Bob Hughes
Available via PlayEd website – www.playeducation.com

‘Take Ten More’ - learner materials/packs for candidates to support and advise them through level 3 playwork qualifications including NVQ with lots of ideas for evidence
Available from www.furzeham.com

“Playwork – Theory & Practice” edited by Fraser Brown
Open University Press 2003, ISBN 0-335-20944-0

“Evolutionary Playwork and reflective analytic practice” by Bob Hughes
Routledge 2001, ISBN 0-415-25166-4

“The Ambiguity of Play” by Brian Sutton-Smith
Harvard University Press 1997, ISBN 0-674-00581-3

Publications

Play Today – bi-monthly free journal – contact NCB

Best Play – (Downloadable from NCB website)

The Play Cycle by Gordon Sturrock and Perry Else
Available on CD rom from www.commonthreads.co.uk

Websites

Sector skills council for playwork - www.skillsactive.org.uk / www.playwork.org.uk

Play information service - www.ncb.org.uk

Children’s play in Wales - www.playwales.uk

Children’s play in Scotland - www.playscotland2.freeserve.co.uk

Children’s play in Northern Ireland - www.playboard.org

Useful source for emerging theories - www.ludemos.org

Level 3 Diploma in Playwork (6978)

Rationale

The aim of this unit is to consider some of the particular issues that are relevant to the full participation of children in the playwork setting. The values and assumptions of the playwork standards underpin this unit.

Learning outcomes

There are 4 outcomes to this unit. The candidate will be able to:

- 1 Recognise and consult with children on their rights
- 2 Consider the accessibility of a setting and make suggestions for widening participation
- 3 Promote a diverse and inclusive play environment
- 4 Encourage independence, self-esteem and confidence in play

Guided learning hours

It is recommended that 50 hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other awards

This unit contributes towards the knowledge and understanding required for the following awards:

- NVQ in Playwork Level 3.
- Unit PW6 Contribute to an organisational framework that reflects the needs and protects the rights of children and young people.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication.
- Working with others.
- Problem solving.

Assessment and grading

The outcomes for this unit will be assessed on the basis of evidence resulting from:

Practical Activities

These are listed for each outcome in the next section. The assessment takes the form of a set assignment. These assignments are designed to assess the evidence produced by the candidate as a result of assessment of work based activity. This could take the form of witness testimony. The time required for candidates to demonstrate the requisite skills will vary according to their abilities, motivation and experience.

Practical skills

The candidate will be able to:

- 1 Demonstrate an understanding of children and young people's 'rights'.
- 2 Contribute to the promotion of the play setting in an inclusive way.
- 3 Build sources of information for resources and training.

Underpinning knowledge

The candidate will be able to:

- 1 outline the basic **legislation** linked to children's rights and equal opportunities
- 2 explain the **value of an inclusive policy**
- 3 explain **how to communicate assertively** to challenge negative statements and actions
- 4 explain the **importance of anti-bias frameworks** within the play setting.

Range

Legislation

UN Convention on the Rights of the Child, national legislation on children and young people's rights, basic legislation on equal opportunities and disability discrimination.

Value of an inclusive policy

Ensuring that everyone involved in the play setting understands and follows inclusive play.

How to communicate assertively

Clear, with understanding, ensuring that messages have been received and understood.

Importance of anti-bias frameworks

Anti-discriminatory practice, promotion of equal opportunities, valuing of diversity.

Unit 306

Outcome 2

Inclusive playwork

Consider the accessibility of a setting and make suggestions for widening participation

Practical skills

The candidate will be able to:

- 1 Identify possible **hazards or physical restrictions** in the setting for children with specific needs.
- 2 Evacuate children with a range of specific needs in emergency situations.
- 3 Adapt a play setting to allow for inclusion.
- 4 Identify resources to support inclusion.

Underpinning knowledge

The candidate will be able to:

- 1 explain the **importance of creating an accessible play setting**
- 2 explain the **importance of evacuation procedures** for all children and staff
- 3 outline the **importance of a constant cycle of organisational review** to promote inclusion.

Range

Hazards or physical restrictions

Lack of access, steps, insufficient resources.

Importance of creating an accessible play setting

Ensure that all children are able to use facilities at the play setting.

Importance of evacuation procedures

The effective leaving of the play setting if danger or other circumstances dictate.

Importance of a constant cycle of organisational review

Checking current practices and procedures in the play setting.

Unit 306

Outcome 3

Inclusive playwork

Promote a diverse and inclusive play environment

Practical skills

The candidate will be able to:

- 1 Adapt the play environment to reflect and promote diversity and inclusion for all.
- 2 Promote diversity and inclusion in the play setting.

Underpinning knowledge

The candidate will be able to:

- 1 explain the **importance of diversity and inclusion** in the play setting
- 2 compare **social and medical models of disability**
- 3 describe **how to assist children and young people overcome potential barriers** linked to the play setting
- 4 describe the **importance of challenging** non-inclusive views and behaviours
- 5 state the basic **legislation** affecting inclusion and diversity.

Range

Importance of diversity and inclusion

Legislation, equal opportunities, fairness.

Social and medical models of disability

Social: rights, support.

Medical: symptoms, restrictions.

How to assist children and young people overcome potential barriers

Empowering, enabling, discussion, consultation, building of self-esteem and confidence.

Importance of challenging

Questioning of myths, ignorance.

Legislation

Equal opportunities, children's rights, disability discrimination.

Unit 306

Outcome 4

Inclusive playwork

Encourage independence, self-esteem and confidence in play

Practical skills

The candidate will be able to:

- 1 Promote independence in children and young people in the play setting.
- 2 Recognise the achievements of children.
- 3 Support both individual and the group fairly.
- 4 Support children and young people to build skills using tact and discretion.

Underpinning knowledge

The candidate will be able to:

- 1 explain the **importance of consulting children and young people** in the decision making process
- 2 explain the **importance of developing self esteem and confidence** for children and young people
- 3 explain the possible **effects of exclusion** on children's social and emotional development.

Range

Importance of consulting children and young people

Empowerment, enabling.

Importance of developing self esteem and confidence

Empowerment.

Effects of exclusion

Loss of self-esteem and confidence, bullying.

Unit 306 **Inclusive playwork**

Suggested good practice and resources

Suggested good practice

It should be recognised that those working towards **Inclusive playwork** at level 3 may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying **Inclusive playwork** at level 3 it is vital that they gain understanding and knowledge of this crucial area of playwork.

Whilst delivering and assessing the outcomes it is important to focus on issues within Playwork. It should be made clear to learners that inclusion is not an option it is a requirement in playwork practice.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities. To underpin delivery and give the learner the best chance of successfully completing this unit, a work placement of 20 hours in a play setting will be needed.

Access to resources for investigation and research will be needed within the learning environment and will be linked to the 'Key Skills' units.

Suggested resources

There are a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Tutors should use those with which they feel most comfortable. Please ensure that the latest edition is used in this fast changing sector of employment.

Books

“It Doesn’t Just Happen” – guidelines for managing inclusive play provision
Available from www.kids.org.uk

Playwork: Play and Care of Children by Annie Davy
Thompson, ISBN 1861526660 (New edition expected late 2006)

“Playwork: A guide to good practice” by Paul Bonel and Jenny Lindon
Nelson Thornes, ISBN 0-7487-5496-2

Buskers Guide to Playwork by Shelly Newstead
Common Threads, ISBN-1-904792-13-8

Buskers Guide to inclusive Playwork by Shelly Newstead
Common Threads

Equal Opportunities in Practice by Jennie Lindon
Hodder & Stoughton, ISBN 0-340-7055-90

Publications

Play Today – bi-monthly free journal – contact NCB

Best Play – (Downloadable from NCB website)

Checklist for Accessible Play – Kidsactive – tel:020 7731 1435

Websites

Sector skills council for playwork - www.skillsactive.org.uk / www.playwork.org.uk

Play information service - www.ncb.org.uk

Children’s play in Wales - www.playwales.uk

Children’s play in Scotland - www.playscotland2.freemove.co.uk

Children’s play in Northern Ireland - www.playboard.org

Organisation to support inclusive playschemes and more - www.kidsactive.org

Rationale

The aim of this unit is to introduce candidates to the knowledge and skills associated with the role of being a playworker who has responsibility for supervising others. The values and assumptions of the playwork standards underpin this unit.

Learning outcomes

There are 3 outcomes to this unit. The candidate will be able to:

- 1 Recruit members of staff
- 2 Retain staff
- 3 Work effectively with others in a team

Guided learning hours

It is recommended that 50 hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other awards

This unit contributes towards the knowledge and understanding required for the following awards:

- NVQ in Playwork Level 3.
- PW11 Work with others in a team.
- A319 Recruit, select and keep colleagues.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication.
- Working with others.
- Problem solving.

Assessment and grading

The outcomes for this unit will be assessed on the basis of evidence resulting from:

Practical Activities

These are listed for each outcome in the next section. The assessment takes the form of a set assignment. These assignments are designed to assess the evidence produced by the candidate as a result of assessment of work based activity. This could take the form of witness testimony. The time required for candidates to demonstrate the requisite skills will vary according to their abilities, motivation and experience.

Unit 307

Recruit, select and retain colleagues in the play setting

Outcome 1

Recruit members of staff

Practical skills

The candidate will be able to:

- 1 Produce and update personnel requirements during the staff selection process in consultation to others.

Underpinning knowledge

The candidate will be able to:

- 1 outline the **key factors to be considered** in making a positive case for additional personnel
- 2 explain the **importance of collecting and checking** the validity of personnel information
- 3 explain the **importance of confidentiality** during the staff selection process
- 4 explain the **importance of keeping accurate, complete and clear records** of the staff selection process
- 5 compare **different ways** of identifying and interpreting work objectives and constraints in identifying personnel requirements
- 6 compare a **range of methods** used for the selection of staff
- 7 explain **how to assess** candidate's against selection criteria
- 8 outline the **legal requirements** for identifying and selecting personnel and relevant legislations for other nations
- 9 outline how service users could be **included in the recruitment process**.

Range

Key factors to be considered

Workload, service provision, funding, legal requirements, staff cover.

Importance of collecting and checking

Criminal Records Bureau check, declarations, gaps in employment, qualifications, references, employment history.

Importance of confidentiality

Only passing on information to those that have a right to it, secure storage.

Importance of keeping accurate complete and clear records

Advert, application, job description, person specification, record of interview, letter of appointment, letter of offer, acceptance of offer, references.

Different ways

Self evaluation, staff support and supervision activities, organisational, objectives.

Unit 307

Recruit, select and retain colleagues in the play setting

Outcome 1

Recruit members of staff

Range of methods

Recruitment agencies, internal recruitment, testing (eg psychometric), interviews (panels, 1-1), assessment days, volunteering, recruitment days.

How to access

Fair and equitable.

Legal requirements

Equal Opportunities Act, Disability Discrimination Act, Race Relations Act, Employment of Young People Act, European Directives, Rehabilitation of Offenders Act, the Children Act 1989, Criminal Records Bureau checks.

Included in the recruitment process

Developing job descriptions and person specifications, children's interview panel.

Unit 307

Recruit, select and retain colleagues in the play setting

Outcome 2

Retain staff

Practical skills

The candidate will be able to:

- 1 Develop and deliver an effective workplace induction into the Playwork Sector.
- 2 Allocate roles and responsibilities effectively to staff.

Underpinning knowledge

The candidate will be able to:

- 1 explain the importance of communicating positively
- 2 describe the **key legislation** relating to employment issues and relevant legislation for other nation
- 3 explain the **key employment policies and practices** relevant to Playwork
- 4 describe the **benefits of involving children** in the development and delivery of the induction process.

Range

Key legislation

Employment Acts. Disability Rights Act, Race Relations Act, Equal Opportunities Act, Data Protection Act, Health and Safety at Work Acts, The Children's Act 1989.

Key employment policies and practices

Employment policies and practices relevant to Playwork: including induction, development, promotion, retention, redundancy, dismissal, continuous professional development, pay and other terms and conditions.

Benefits of involving children

Children feel involved, children retain ownership, develop early relationships.

Unit 307

Recruit, select and retain colleagues in the play setting

Outcome 3

Work effectively with others in a team

Practical skills

The candidate will be able to:

- 1 Contribute to **effective teamwork**.
- 2 Provide support for colleagues.
- 3 Respond effectively to conflict within the team.

Underpinning knowledge

The candidate will be able to:

- 1 explain the importance of **effective teamwork** to provide a high quality of service
- 2 explain the **importance of clarifying and carrying out agreed responsibilities and duties**
- 3 outline **effective methods of communicating** with others
- 4 outline **situations** in which self and colleagues may need support
- 5 explain the **value and importance of the diversity** of individual team members' contributions to team dynamics
- 6 explain the importance of challenging discrimination and prejudice
- 7 describe **methods of challenging discrimination and prejudice** effectively and constructively
- 8 explain how **group dynamics** apply to teams
- 9 describe the **types of conflict** which can happen within teams
- 10 explain **how to deal with team conflicts**.

Range

Effective teamwork

Working together in a positive way.

Importance of clarifying and carrying out duties and responsibilities

Even allocation of tasks, to the benefit of the team, effective operation of the play setting, to the benefit of the individual, harvesting of skills.

Effective methods of communicating

spoken, written, body language constructive feedback, recognition of others contributions, suggestions for improvement, keeping colleagues informed of progress).

Situations

Personal issues, training and development, allegations of abuse, changing employment conditions.

Value and importance of the diversity

Cultural, social, disability, inter personal, gender, abilities and interests.

Unit 307

Recruit, select and retain colleagues in the play setting

Outcome 3

Work effectively with others in a team

Methods of challenging discrimination and prejudice

Training, discussion groups, awareness raising, community networks.

Group dynamics

Forming, norming, storming, performing, ending.

Types of conflict

Task allocation, discrimination, and prejudice, bullying, lack of leadership, change in employment condition, personal issue.

How to deal with team conflicts

Team building, staff meetings, social events, one to ones, mentoring, counselling.

Unit 307 **Recruit, select and retain colleagues in the play setting**

Suggested good practice and resources

Suggested good practice

It should be recognised that those working towards **Recruit, select and retain colleagues in the play setting** at level 3 may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying **Recruit, select and retain colleagues in the play setting** at level 3, it is vital that they understand this optional unit that covers the important issues of legislation and practical skills of recruitment, selection and retaining colleagues in the playwork setting.

Whilst delivering and assessing the outcomes it is important to focus on issues within Playwork.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion where learners can share experiences they have had in a play setting is a good way of starting the unit plus exploration of the policies and procedures a play setting has to recruit, select and retain colleagues.

To underpin delivery and give the learner the best chance of successfully completing this unit, a work placement of 20 hours in a play setting will be needed for this unit.

Access to resources for investigation and research will be needed within the learning environment and will be linked to the 'Key Skills' units.

Suggested resources

There are a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Tutors should use those they feel most comfortable with. Please ensure that the latest edition is used in this fast changing sector of employment.

Books

“Management guide to selecting people” – pocket manager series
Ravette Publishing Ltd, ISBN 1-85304-790-2

Playwork: Play and Care of Children by Annie Davy
Thompson, ISBN –1861526660

Playwork: A guide to good practice by Paul Bonel and Jenny Lindon
Nelson Thornes, ISBN 0-7487-5496-2

‘Take Ten More’ - learner materials/packs for candidates to support and advise them through level 3 playwork qualifications including NVQ with lots of ideas for evidence
Available from **www.furzeham.com**

Publications

Ofsted Daycare standards

Play Today – bi-monthly free journal – contact NCB

Websites

Sector skills council for playwork - **www.skillsactive.org.uk / www.playwork.org.uk**

Play information service - **www.ncb.org.uk**

Children’s play in Wales - **www.playwales.uk**

Children’s play in Scotland - **www.playscotland2.freeseve.co.uk**

Children’s play in Northern Ireland - **www.playboard.org**

Good examples of procedures and exemplar forms (eg appraisal) - **www.acas.org**

Rationale

The aim of this unit is to introduce candidates to the knowledge and skills associated with development of services in the community. The values and assumptions of the Playwork Standards underpin this unit.

Learning outcomes

There are 2 outcomes to this unit. The candidate will be able to:

- 1 Promoting play opportunities in the community
- 2 Developing play opportunities in the community

Guided learning hours

It is recommended that 50 hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other awards

This unit contributes towards the knowledge and understanding required for the following awards:

- N/SVQ in Playwork Level 3.
- B226 Develop opportunities in the community.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication.
- Working with others.
- Problem solving.

Assessment and grading

The outcomes for this unit will be assessed on the basis of evidence resulting from:

Practical Activities

These are listed for each outcome in the next section. The assessment takes the form of a set assignment. These assignments are designed to assess the evidence produced by the candidate as a result of assessment of work based activity. This could take the form of witness testimony. The time required for candidates to demonstrate the requisite skills will vary according to their abilities, motivation and experience.

Unit 308

Develop playwork opportunities in the community

Outcome 1

Promoting play opportunities in the community

Practical skills

The candidate will be able to:

- 1 Plan and prepare promotional activities for play opportunities.
- 2 Evaluate the effectiveness of promotional activities.

Underpinning knowledge

The candidate will be able to:

- 1 outline the needs of different communities when developing **promotional materials**
- 2 compare a range of promotional methods
- 3 outline **methods for analysing** the effectiveness of promotional activities
- 4 explain the differences between **quantitative and qualitative information** when evaluating promotional opportunities.

Range

Promotional materials

Leaflets, media, visits, events and incentive schemes.

Methods for analysing

Informal feedback, questionnaires, uptake of play opportunities, community support / sponsorship, consultation with service users.

Quantitative and qualitative information

Quantitative – volume, associated with numbers, uptake, waiting lists.

Qualitative – word based, feedback, reports, assessments.

Unit 308

Develop playwork opportunities in the community

Outcome 2

Developing play opportunities in the community

Practical skills

The candidate will be able to:

- 1 Carry out research to establish demand for new play initiatives.
- 2 Action plan for new play initiatives.
- 3 Network within the community.

Underpinning knowledge

The candidate will be able to:

- 1 identify **research methods** for new play initiatives
- 2 identify the importance of undertaking **research and consultation** when developing new play initiatives
- 3 compare different **research methods**
- 4 outline the legal requirements related to collecting and storing information
- 5 outline the **key points** to consider when planning a new play initiative
- 6 explain the importance of obtaining **feedback** from within the community
- 7 outline the importance of establishing networks in the community
- 8 explain the **benefits of maintaining good working relationships** with organisations and individuals.

Range

Research and consultation

Identifying gaps in provision, levels of play deprivation, discussions with potential service users, consulting, community, representatives, registration and inspection teams, identifying funding priorities.

Research methods

Questionnaires, interview, informal consultation, studying existing information.

Key points

Resources, organisational policies, legal requirements, service users.

Feed back

Formal, informal.

Benefits of maintaining good working relationships

Funding, developing community relations and friendships, sharing resources and skills, sharing of publicity and promotion.

Unit 308 **Develop playwork opportunities in the community**

Suggested good practice and resources

Suggested good practice

It should be recognised that those working towards **Develop playwork opportunities in the community** at level 3 may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying **Develop playwork opportunities in the community** at level 3 it is vital that they understand this optional unit that covers the important issues of community development in respect to playwork.

Whilst delivering and assessing the outcomes, it is important to focus on issues within Playwork that enable communities to develop and respond to local needs.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion where learners can share experiences they have had in their experiences of developing play opportunities is a good way of starting the unit plus the exploration of the suitable methods to use.

To underpin delivery and give the learner the best chance of successfully completing this unit, a work placement of 20 hours in a play setting will be needed for this unit.

Access to resources for investigation and research will be needed within the learning environment, and will be linked to the 'Key Skills' units.

Suggested resources

There are a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Tutors should use those with which they feel most comfortable. Please ensure that the latest edition is used in this fast changing sector of employment.

Books

Playwork: Play and Care of Children by Annie Davy
Thompson, ISBN –1861526660

Playwork: A guide to good practice by Paul Bonel and Jenny Lindon
Nelson Thornes, ISBN 0-7487-5496-2

'Take Ten More' - learner materials/packs for candidates to support and advise them through level 3 playwork qualifications including NVQ with lots of ideas for evidence
Available from **www.furzeham.com**

Publications

Ofsted Daycare standards

Play Today – bi-monthly free journal – contact NCB

Best Play – (Downloadable from NCB website)

Websites

Sector skills council for playwork - **www.skillsactive.org.uk / www.playwork.org.uk**

Play information service - **www.ncb.org.uk**

Children's play in Wales - **www.playwales.uk**

Children's play in Scotland - **www.playscotland2.freeseve.co.uk**

Children's play in Northern Ireland - **www.playboard.org**

Rationale

The aim of this unit is to ensure that candidates fully understand the importance of administration and of being responsible for a budget for a defined area or activity of work within the play provision. The values and assumptions of the playwork standards should underpin this unit.

Learning outcomes

There are 3 outcomes to this unit. The candidate will be able to:

- 1 Record and report key information within the playwork setting
- 2 Implement 'Access' procedures
- 3 Manage a budget

Guided learning hours

It is recommended that 50 hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other awards

This unit contributes towards the knowledge and understanding required for the following awards:

- NVQ in Playwork Level 3.
- PW15 Administer playwork provision (ICS Customer Service Technical Certificate).
- A27 Manage a budget.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication.
- Working with others.
- Problem solving.

Assessment and grading

The outcomes for this unit will be assessed on the basis of evidence resulting from:

Practical Activities

These are listed for each outcome in the next section. The assessment takes the form of a set assignment. These assignments are designed to assess the evidence produced by the candidate as a result of assessment of work based activity. This could take the form of witness testimony. The time required for candidates to demonstrate the requisite skills will vary according to their abilities, motivation and experience.

Unit 309

Administer playwork provision and manage a budget

Outcome 1

Record and report key information within the playwork setting

Practical skills

The candidate will be able to:

- 1 Provide and maintain records of information that are complete, legible and up-to-date.
- 2 Provide information to authorised people and agencies within agreed timeframes.

Underpinning knowledge

The candidate will be able to:

- 1 identify the **relevant records and procedures** for key information within the Playwork
- 2 explain how playwork **records should be kept**
- 3 outline the main requirements of the Data Protection Act
- 4 outline the **types of information** which may be passed on to authorised people or agencies
- 5 explain why requests should be dealt with promptly.

Range

Relevant records and procedures

Named person, records / contact details of staff, volunteers and other adults at the setting, administration of medicines, dietary needs and allergies, infectious and/or notifiable diseases, required information about children, risk assessments, fire drills, insurance, attendance records, accident/incident records, participation in trips and outings, registration forms, emergency contact details.

Records should be kept

Up-to-date, confidential, secure, Data Protection Act, minimum standards, accessible.

Types of information

Accident reports, incident reports, observation records, numbers of beneficiaries (eg for funders), employment records, financial records.

Unit 309 **Administer playwork provision and manage a budget**

Outcome 2 Implement 'Access' procedures

Practical skills

The candidate will be able to:

- 1 Respond to all enquiries about access of children and young people courteously and promptly in line with organisational procedures.
- 2 Collect, record and deliver the necessary information about the children/young people clearly and pass to appropriate responsible colleague.
- 3 Provide clear and accurate information to the enquirer ensuring that access procedures are followed.

Underpinning knowledge

The candidate will be able to:

- 1 outline the **legislative requirements** of access procedures
- 2 explain the **importance of access** procedures
- 3 describe how the collection of information for enquiries should be recorded in line with appropriate legislation
- 4 explain the importance of **applying access procedures** correctly (eg disability rights, equal opportunities).

Range

Legislative requirements

Health and Safety at Work Act 1974, The Children Act, The Fire Precautions Act. Child Protection Guide, The Children (NI) order 1995, Control of Substances Hazardous to Health Regulations.

Importance of access

Disability rights, equal opportunities, reasonable adjustments.

Applying access procedures

The organisation's procedure for allowing children/young people to come to the play setting (eg first come first serve, waiting list in numerical order, only siblings first).

Unit 309

Administer playwork provision and manage a budget

Outcome 3

Manage a budget

Practical skills

The candidate will be able to:

- 1 Prepare, submit and agree a budget for a set operating period.
- 2 Monitor actual performance against an agreed budget.
- 3 Respond to identified variance and unforeseen developments.

Underpinning knowledge

The candidate will be able to:

- 1 describe the **purpose of budgetary systems** within the play setting
- 2 explain the **main causes of variance in a budget** and how this may be corrected
- 3 identify **procedures and points of contact** if fraud is suspected.

Range

Purpose of budgetary systems

Protected expenditure.

Main cause of variance in a budget

Low take up, funding shortfall, investment in additional resources, unrealistic forecasts, unexpected staffing costs, increase in utilities, increase in insurance premiums.

Procedures and points of contact

Organisational policies and procedures, police, funders, line management, membership organisations.

Unit 309 **Administer playwork provision and manage a budget**

Suggested good practice and resources

Suggested good practice

It should be recognised that those working towards **Administer playwork provision and manage a budget** at level 3 may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying **Administer playwork provision and manage a budget** at level 3, if they have chosen this optional unit it is vital that they understand the crucial issues associated with these specialised areas within playwork before progressing.

Whilst delivering and assessing the outcomes it is important to focus on issues of administration and budgets within Playwork. It should be made clear to the learner that administration procedures may vary from one play setting to the next but clear administration skills (eg: record keeping) are essential and vital to any play setting.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities. Teachers/tutors should give examples and case studies of records, documentation, access procedures, financial procedures etc. that the learner may encounter at a variety of play settings, with clear guidance on good practice and legal requirements.

To underpin delivery and give the learner the best chance of successfully completing this unit, a work placement of 20 hours in a play setting is recommended.

Access to resources for investigation and research will be needed within the learning environment and will be linked to the 'Key Skills' units.

Suggested resources

There are a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Tutors should use those with which they feel most comfortable. Please ensure that the latest edition is used in this fast changing sector of employment.

Books

Playwork: Play and Care of Children by Annie Davy
Thompson, ISBN –1861526660

Playwork: A guide to good practice by Paul Bonel and Jenny Lindon
Nelson Thornes, ISBN 0-7487-5496-2

‘Take Ten More’ - learner materials/packs for candidates to support and advise them through level 3 playwork qualifications including NVQ with lots of ideas for evidence
Available from **www.furzeham.com**

“Voluntary but not Amateur” by Duncan Forbes
LVS, ISBN-1872582710

Publications

Play Today – bi-monthly free journal – contact NCB

Best Play – (Downloadable from NCB website)

Websites

Sector skills council for playwork - **www.skillsactive.org.uk / www.playwork.org.uk**

Play information service - **www.ncb.org.uk**

Children’s play in Wales - **www.playwales.uk**

Children’s play in Scotland - **www.playscotland2.freeseve.co.uk**

Children’s play in Northern Ireland - **www.playboard.org**

Organisation to help and support out of school provision - **www.kids4most.org.uk**

Rationale

The aim of this unit is to introduce the candidate to the importance of establishing and developing good working relationships with parents and carers. The values and assumptions of the playwork standards should underpin this unit.

Learning outcomes

There are 2 outcomes to this unit. The candidate will be able to:

- 1 Establish and develop working relationships with parents and carers
- 2 Involve parents and carers in the play setting

Guided learning hours

It is recommended that 50 hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other awards

This unit contributes towards the knowledge and understanding required for the following awards:

- NVQ in Playwork Level 3.
- PW14 Work with parents and carers.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication.
- Working with others.
- Problem solving.

Assessment and grading

The outcomes for this unit will be assessed on the basis of evidence resulting from:

Practical Activities

These are listed for each outcome in the next section. The assessment takes the form of a set assignment. These assignments are designed to assess the evidence produced by the candidate as a result of assessment of work based activity. This could take the form of witness testimony. The time required for candidates to demonstrate the requisite skills will vary according to their abilities, motivation and experience.

Unit 310

Outcome 1

Work with parents and carers in the play setting

Establish and develop working relationships with parents and carers

Practical skills

The candidate will be able to:

- 1 Initiate relationships through the identification of needs and expectations of parents and carers.
- 2 Provide clear and accurate information within the agreed procedures, values and children's rights.
- 3 Respond to a **complaint** by a parent or carer promptly and positively.

Underpinning knowledge

The candidate will be able to:

- 1 explain the importance of **good working relationships with parents/carers** whilst always maintaining the needs of the child/young person at the centre of the process
- 2 explain the importance of **clear communication**, being sensitive to communication needs
- 3 explain the importance of the needs of the child/young person
- 4 describe strategies for overcoming communication difficulties
- 5 outline the '**complaints**' **procedure and strategies for dealing with complaints**.

Range

Complaint

Perceived grievance.

Good working relationships with parents/carers

Partnership, mutual understanding for the well being of the child/ young person.

Clear communication

Understanding of the message given and received usually through good eye contact, discussions, agreements.

Complaints procedure and strategies for dealing with complaints

Clear guidance on how to deal with concerns and perceived grievances in the play setting, and who is the most suitable person to deal with the complaint. Communication difficulties, lack of understanding, language, parents previous experience, sensory impairment, needs of the child / young person, children's rights, child protection procedure, best interests of the child.

Unit 310

Outcome 2

Work with parents and carers in the play setting

Involve parents and carers in the play setting

Practical skills

The candidate will be able to:

- 1 Encourage parents and carers to get actively involved in the play setting.

Underpinning knowledge

The candidate will be able to:

- 1 outline the **barriers** of parental involvement
- 2 describe **strategies** for encouraging parents and carers to get actively involved in the play setting
- 3 Outline the **opportunities** for encouraging parents / carers to get actively involved in the play setting
- 4 explain the **legal requirements for parents/carers getting actively involved in the play setting**
- 5 outline the **policies, procedures, information and guidance** for parents and carers to be actively involved in the play setting.

Range

Barriers

Staff, time, cost, lack of interest/motivation, attitudes, support systems.

Strategies

Joint ventures, open-door policy, marketing.

Opportunities

Working with children, management committee, marketing, publicity, supporting fundraising, recruiting staff, contributing to policies.

Legal requirements for parents/carers to getting actively involved in the play setting

Criminal Records Bureau checks (CRB) to check on legality and suitability of helper.

Policies, procedures, information and guidance

Parental involvement, volunteer policies, parental information pack, contracts, guidance on fundraising opportunities, guidance on childcare subsidies, signposting to other services.

Unit 310 **Work with parents and carers in the play setting**

Suggested good practice and resources

Suggested good practice

It should be recognised that those working towards **Work with Parents and Carers** at level 3 may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying **Work with Parents and Carers** at level 3, it is vital that they understand this optional unit that covers the important issues of working in partnership with parents and carers.

Whilst delivering and assessing the outcomes, it is important to focus on issues within Playwork. Parents and Carers can be a valuable resource for a play setting and the playworker should be able to build, establish and maintain relationships to work positively with the parents and carers for the well being of the children and young people.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; activities such as class discussion where learners can share experiences they have had in a play setting is a good way of starting the unit plus exploration of the policies and procedures a play setting has to encourage and maintain a positive working relationship with the parents/carers.

To underpin delivery and give the learner the best chance of successfully completing this unit a work placement of 20 hours in a play setting will be needed for this unit.

Access to resources for investigation and research will be needed within the learning environment and will be linked to the 'Key Skills' units.

Suggested resources

There are a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Tutors should use those with which they feel most comfortable. Please ensure that the latest edition is used in this fast changing sector of employment.

Books

Playwork: Play and Care of Children by Annie Davy
Thompson, ISBN –1861526660

Playwork: A guide to good practice by Paul Bonel and Jenny Lindon
Nelson Thornes, ISBN 0-7487-5496-2

'Take Ten More' - learner materials/packs for candidates to support and advise them through level 3 playwork qualifications including NVQ with lots of ideas for evidence
Available from **www.furzeham.com**

Publications

Ofsted Daycare standards

Play Today – bi-monthly free journal – contact NCB

Best Play – (Downloadable from NCB website)

Websites

Sector skills council for playwork - **www.skillsactive.org.uk / www.playwork.org.uk**

Play information service - **www.ncb.org.uk**

Children's play in Wales - **www.playwales.uk**

Children's play in Scotland - **www.playscotland2.freemove.co.uk**

Children's play in Northern Ireland - **www.playboard.org**

Also - **www.childrenslegalcentre.org.uk**

www.parentsnetwork.org

Unit 311

Organise and supervise travel outside the play setting

Rationale

The aim of this unit is to introduce candidates to the knowledge and skills associated with the role of organising and supervising travel. The values and assumptions of the Playwork Standards underpin this unit.

Learning outcomes

There are 2 outcomes to this unit. The candidate will be able to:

- 1 Organise travel for participants
- 2 Supervise travel for participants

Guided learning hours

It is recommended that 50 hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other awards

This unit contributes towards the knowledge and understanding required for the following awards:

- NVQ in Playwork Level 3.
- B228 Organise travel for participants and equipment (option unit).

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication.
- Working with others.
- Problem solving.

Assessment and grading

The outcomes for this unit will be assessed on the basis of evidence resulting from:

Practical Activities

These are listed for each outcome in the next section. The assessment takes the form of a set assignment. These assignments are designed to assess the evidence produced by the candidate as a result of assessment of work based activity. This could take the form of witness testimony. The time required for candidates to demonstrate the requisite skills will vary according to their abilities, motivation and experience.

Unit 311 Organise and supervise travel outside the play setting

Outcome 1 Organise travel for participants

Practical skills

The candidate will be able to:

- 1 Make arrangements for **routine travel**.
- 2 Make arrangements for **non-routine travel**.

Underpinning knowledge

The candidate will be able to:

- 1 describe the **key factors** to consider when organising travel
- 2 describe methods of selecting travel arrangements dependent on whether travel
- 3 explain the importance of providing **participants**, and staff, with up to date and **accurate travel information**
- 4 outline **common problems** which could occur on journeys and what **contingency plans** to account for.

Range

Routine travel

To and from the play setting eg before and after school on a regular basis.

Non-routine travel

Trips, excursions, residentials.

Key factors

Organisational: transport policy, transport procedures, good practice guidance re: staff/child ratios, permission letters, records of contacts, weather, contingencies and legal aspects.

Legal: insurance, seat belts, drivers with appropriate licenses.

OFSTED standards: ratios child (age)/staff, Transport Act, Seatbelt Act, age of driver, insurance.

Importance of accurate travel information

When, method of transport, route, departure and arrival times, stages in the journey, food and drink, supervision and support.

Participants

Parents, carers, children, colleagues at setting.

Common problems

Delays, sick children, accidents, absence, lack of food, clothes and provisions.

Contingency plans

Spare sets of clothes, extra food/drink, standby staff, grouping of children.

Unit 311 Organise and supervise travel outside the play setting

Outcome 2 Supervise travel for participants

Practical skills

The candidate will be able to:

- 1 Effectively supervise travel.

Underpinning knowledge

The candidate will be able to:

- 1 describe the **steps to take** to ensure safe and timely departure and arrival of participants
- 2 explain the **importance of ensuring** the safety and welfare of participants during journeys
- 3 explore the **importance of ensuring the safety and security** of equipment, **belongings** and **travel documents**
- 4 describe the **legal requirements** for the condition and control of vehicles.

Range

Steps to take

Route planning, stop-offs, parking, fuel, entrance requirements.

Importance of ensuring

Legal requirements, health and safety, confidence in future trip.

Importance of ensuring the safety and security

Mobile phones, first aid.

Belongings

Spare clothes, food/drink.

Travel documents

Register, emergency contact details, entrance tickets, passports, Identification, breakdown insurance.

Legal requirements

Transport Act, Seatbelt Act, age of driver, insurance.

Unit 311 **Organise and supervise travel outside the play setting**

Suggested good practice and resources

Suggested good practice

It should be recognised that those working towards **Organise and supervise travel outside the play setting** at level 3 may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying **Organise and supervise travel outside the play setting** at level 3 it is vital that they understand the crucial aspects associated with the issues covered in this unit.

Whilst delivering and assessing the outcomes it is important to focus on issues within Playwork. It should be made clear to learners that there are a variety of playwork practices within the industry and the learner will need to differentiate from one practice to another, and have a clear understanding of the issues linked to good practice and legal aspects (eg; insurance, ratios, information to parents/carers).

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion where learners can share experiences they have had in a play setting is a good way of starting the unit. Personal research into differing suitable modes of transport and venues for trips should be personally documented and may form the basis of a resource file for future use.

To underpin delivery and give the learner the best chance of successfully completing this unit, a work placement of 20 hours in a play setting will be needed for this unit.

Access to resources for investigation and research will be needed within the learning environment and will be linked to the 'Key Skills' units.

Suggested resources

There are a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Tutors should use those with which they feel most comfortable. Please ensure that the latest edition is used in this fast changing sector of employment.

Books

Playwork: Play and Care of Children by Annie Davy
Thompson, ISBN –1861526660

Playwork: A guide to good practice by Paul Bonel and Jenny Lindon
Nelson Thornes, ISBN 0-7487-5496-2

‘Take Ten More’ - learner materials/packs for candidates to support and advise them through level 3 playwork qualifications including NVQ with lots of ideas for evidence
Available from **www.furzeham.com**

“Buskers Guide to Playwork” by Shelly Newstead
Common Threads, ISBN-1-904792-13-8

“Take Your Pick” – a CD packed with up to date level 3 playwork training materials
Available from **www.playworksouthwest.org.uk**

Publications

Play Today – bi-monthly free journal – contact NCB

Best Play – (Downloadable from NCB website)

Websites

Sector skills council for playwork - **www.skillsactive.org.uk / www.playwork.org.uk**

Play information service - **www.ncb.org.uk**

Children’s play in Wales - **www.playwales.uk**

Children’s play in Scotland - **www.playscotland2.freereserve.co.uk**

Children’s play in Northern Ireland - **www.playboard.org**

Rationale

The aim of this unit is to introduce candidates to the knowledge and skills associated with the role of ensuring quality in a play setting and the processes of achieving and maintaining OFSTED registration. The values and assumptions of the playwork standards underpin this unit.

Learning outcomes

There are 3 outcomes to this unit. The candidate will be able to:

- 1 Monitor and evaluate the quality of work in the play setting
- 2 Develop, improve and promote services
- 3 Maintain quality assurance standards

Guided learning hours

It is recommended that 50 hours should be allocated this unit. This may be on a full time or part time basis.

Connections with other awards

This unit contributes towards the knowledge and understanding required for the following awards:

- NVQ in Playwork Level 3.
- B227 Contribute to evaluating, developing and promoting services.
- A320 Allocate and monitor the progress of work in your area of responsibility.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication.
- Working with others.
- Problem solving.

Assessment and grading

The outcomes for this unit will be assessed on the basis of evidence resulting from:

Practical Activities

These are listed for each outcome in the next section. The assessment takes the form of a set assignment. These assignments are designed to assess the evidence produced by the candidate as a result of assessment of work based activity. This could take the form of witness testimony. The time required for candidates to demonstrate the requisite skills will vary according to their abilities, motivation and experience.

Unit 312

Outcome 1

Ensuring quality within the play setting

Monitor and evaluate the quality of work in the play setting

Practical skills

The candidate will be able to:

- 1 Prepare a play setting to meet OFSTED registration and quality standards.
- 2 Monitoring and evaluate to the OFSTED standards.

Underpinning knowledge

The candidate will be able to:

- 1 describe the OFSTED standards and quality indicators within the play setting
- 2 explain the importance of ensuring staff are working to the **assumptions and values of playwork** and **OFSTED guidance**.

Range

OFSTED Standards

Regulatory standards that all play settings have to work towards, or appropriate home nation daycare standards

Assumptions and Values of playwork

See appendix 2.

OFSTED Guidance

Guidance provided by OFSTED in terms of standards, available on DFES website

Unit 312

Outcome 2

Ensuring quality within the play setting

Develop, improve and promote services

Practical skills

The candidate will be able to:

- 1 Access sources of information for developing, improving and promoting services.
- 2 Analyse information for developing, improving and **promoting services**.
- 3 Set targets in the form of an action plan.
- 4 Present action plans and feedback dependent on audience.
- 5 Monitor and evaluate effectively.

Underpinning knowledge

The candidate will be able to:

- 1 list the key groups who should be involved
- 2 describe **methods** of getting information from **participants**
- 3 describe the difference between **quantitative and qualitative information**
- 4 describe suitable methods for promotion of services
- 5 promote the role of training (CPD) and mentoring staff and volunteers in maintaining quality assurance standards and the development of knowledge, understanding and skills for the play workforce.

Range

Promoting services

Advertise, progress.

Methods

Focus group, games, suggestion boxes, questionnaire.

Participants

Children, staff, volunteers, parents, carers, local partners.

Quantitative and qualitative information

Quantitative: the amount of, associated with numbers

Qualitative: quality issues, how good/positive/negative things are perceived.

Unit 312
Outcome 3

Ensuring quality within the play setting
Maintain quality assurance standards

Practical skills

The candidate will be able to:

- 1 Monitor and review quality assurance standards.
- 2 Communicate quality assurance standards to new staff, parents / carers and children.
- 3 Ensure continuous improvement in quality assurance standards.

Underpinning knowledge

The candidate will be able to:

- 1 explain the **importance of self assessment**, monitoring and review in maintaining quality assurance standards
- 2 explain the **importance of setting targets** and developing action plans and why it is important to monitor and review targets.

Range

Importance of self-assessment

able to assess the quality of the setting, able to analyse areas for improvement and development

Importance of setting targets

Ensure play settings are aware of what they are trying to achieve, following SMART principles

Unit 312 **Ensuring quality within the play setting**

Suggested good practice and resources

Suggested good practice

It should be recognised that those working towards **Ensuring quality within the play setting** at level 3 may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying **Ensuring quality within the play setting** at level 3, it is vital that they understand this optional unit.

Whilst delivering and assessing the outcomes it is important to focus on issues within Playwork. It should be made clear to learners that there are a number of quality assurance schemes that will give understanding and knowledge to the learner's contribution to **Ensuring quality within the play setting** (eg: First Choice, Aiming High)

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion, where learners can share experiences they have had in a play setting, is a good way of starting the unit.

To underpin delivery and give the learner the best chance of successfully completing this unit, a work placement of 20 hours in a play setting will be needed.

Access to resources for investigation and research will be needed within the learning environment and will be linked to the 'Key Skills' units.

Suggested resources

There are a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Tutors should use those with which they feel most comfortable. Please ensure that the latest edition is used in this fast changing sector of employment.

Books

Playwork: Play and Care of Children by Annie Davy
Thompson, ISBN –1861526660

Playwork: A guide to good practice by Paul Bonel and Jenny Lindon
Nelson Thornes, ISBN 0-7487-5496-2

First Claim: A framework for quality playwork assessment
Available from: Play Wales, Baltic House, Mount Stuart Square, Cardiff Bay, Cardiff CF10 5FH,
Tel: 0292 048 6050.

First Claim – Desirable Processes
Available from Play Wales (as above).

Publications

Aiming High – Quality Standards

Ofsted Daycare standards

Play Today – bi-monthly free journal – contact NCB

Best Play – (Downloadable from NCB website)

Websites

Sector skills council for playwork - www.skillsactive.org.uk / www.playwork.org.uk

Play information service - www.ncb.org.uk

Children's play in Wales - www.playwales.uk

Children's play in Scotland - www.playscotland2.freeserve.co.uk

Children's play in Northern Ireland - www.playboard.org

Appendix 1 Key words and terms

The following key words and terms are used in the unit specifications.

Term	Definition
Abuse	A deliberate act of ill treatment that can harm or is likely to cause harm to a child's safety, well being and development
Anti-discriminatory practice	Taking positive action to counter discrimination; this will involve identifying and challenging discrimination and being positive about diversity
Bullying	Aggression deliberately and or persistently directed against a particular target or victim
Children and young people's rights	Children and young people's entitlements under law and the United Nations Convention on the Rights of the Child.
Hazard	Something that may cause harm to the health, safety and welfare of users of the play setting eg broken glass on outdoor play space, broken equipment
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 can participate
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 environment	The part of the play setting where play is taking place
Play frame	A material or non-material boundary that keeps the play intact
Play needs	The individual needs of children to play
Play setting	Anywhere where children and young people play eg:an indoor centre or adventure playground
Play space	Any area that supports and enriches the potential for children to play
Positive behaviour	Eg: co-operating, helping, encouraging others, being fair, ways of responding positively to the feelings of others.
Risk	The likelihood of a hazard actually causing harm

Appendix 2 Values, Assumptions and Principles of Playwork

Assumptions

The first assumption is that children's play is freely chosen, personally directed behaviour and motivated from within. Through play children are able to explore the world, and his or her relationship with it, elaborating all the while a flexible range of responses to the challenges he or she encounters. By playing, children learn and develop as individuals.

The second assumption is that whereas children may play without encouragement or help, adults can, through the provision of an appropriate human and physical environment, significantly enhance opportunities for the child to play creatively and thus develop through play.

In this way the competent playworker always aims to provide opportunities for the individual child to achieve his or her full potential, while being careful not to control the child's direction or choice.

Values

Play opportunities are provided in a number of settings (e.g. Local Authority, voluntary or commercial) for children with a variety of needs. Competent playwork always has the following underlying values regardless of social and cultural diversity.

- 1 The child must be at the centre of the process, and the opportunities provided and the organisation, which supports, co-ordinates and manages these, should always start with the child's needs and offer sufficient flexibility to meet these.
- 2 Play should empower children, affirm and support their right to make choices, discover their own solutions and allow them to develop at their own pace and in their own way.
- 3 Whereas play may sometimes be enriched by the playworker's participation, adults should always be sensitive to children's needs and never try to control a child's play so long as it remains within safe and acceptable boundaries.
- 4 Every child has a right to a play environment which stimulates and provides opportunities for risk, challenge and the growth of confidence and self esteem.
- 5 The contemporary environment in which many children grow up does not lend itself to safe and creative play. All children have the right to a play environment which is free from hazard, which ensures physical and personal safety and a setting within which the child ultimately feels physically and personally safe.
- 6 Every child is an individual and has the right to be respected as such. Each child should feel confident that the adults who work and play with them value individuality and diversity.
- 7 A considerate and caring attitude to individual children and their families is essential to competent playwork and should be displayed at all times.
- 8 Prejudice against people with disabilities, or who suffer social and economic disadvantage, racism and sexism has no place in an environment which seeks to enhance development through play. Adults involved in play should always promote equality of opportunity and access for all children and seek to develop anti discriminatory practice and positive attitudes to those who are disadvantaged.
- 9 Play should offer the child opportunities to extend his or her exploration and understanding of the wider world and consequently the physical, social and cultural settings beyond their immediate experience.
- 10 Play is essentially a co-operative activity for children both individually and in groups. Playworkers should always encourage children to be sensitive to the needs of others. In providing play opportunities they should always seek to work together with children, their parents, colleagues and other professionals and where possible to make their own expertise available to the wider community.
- 11 Play opportunities should always be provided within current legislative framework relevant to children's rights, health, safety and well-being.
- 12 Every child has a right to an environment for play, and such environments must be made accessible to children.

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 individual 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 UN Convention on the Rights of the Child

The human rights of all children and those standards to which governments must aspire in realizing these rights, are most best articulated in one international human rights treaty: the Convention on the Rights of the Child.

This can be found at the following website: www.unicef.org/crc/crc.htm

Appendix 3 Connections to other qualifications and NOS

City & Guilds has identified the connections to other qualifications and the NOS. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, a qualification may provide knowledge towards an N/SVQ, but centres are responsible for ensuring that the candidate has met all of the knowledge requirements specified in the N/SVQ standards.

Unit	Outcome	Unit of NVQ (4834) for which knowledge and understanding is covered
301	1 - Describe the impact of the first assumption of playwork on the provision of a play environment 2 - Describe the impact of the second assumption of playwork on the interventions playworkers make in children's play 3 - Explain the impact of the values of playwork on the provision of play opportunities 4 - Describe the role of the SSC (SkillsActive) in supporting and promoting playwork 5 - Identify Playwork employment opportunities and describe a play settings organisational structure	Industry awareness – Technical. Certificate. Assumption, Values and Principles of Playwork All units
302	1 - Collect and analyse information on play needs and preferences 2 - Prepare child-centred play spaces 3 - Support self-directed play. 4 - Help children and young people manage risk during play	PW9.1/.2/.3/.4/.5 K1,2,3,4,5,6,7,8,9,10,11,12,13,14,,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32,33,34,35,36,37
303	1 - Reflect on and evaluate practice 2 - Improve own personal performance and continuing professional development	PW10.1/.2 K1,2,3,4,5,6,7,8,9,10,11

Unit	Outcome	Unit of NVQ (4834) for which knowledge and understanding is covered
304	1 - Respond to concerns about possible child abuse 2 - Promote and establish the health and safety of children 3 - Maintain the healthy, safe and secure environment for children 4 - Respond to injuries and signs of illness 5 - Follow emergency procedures	PW12.1/2/3 K1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19 PW6.3 K1,2,3,4,5,6,7,8,9,29,30,31,32,33,34,35,36,37,38,39 PW7.1/2/3 K1,2,3,4,5,6,7,8,9,10,11,12,13,14,15.
305	1 - Develop relationships with children 2 - Communicate with children and young people 3 - Support children and young people in developing relationships 4 - Communicate with adults	PW8.1/2/3/4 K1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32,33,34
306	1 - Recognise and consult with children on their rights 2 - Consider the accessibility of a setting and make suggestions for widening participation 3 - Promote a diverse and inclusive play environment 4 - Encourage independence, self-esteem and confidence in play	All units PW6.1/2/3 K1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,
307	1 - Recruit members of staff 2 - Retain staff 3 - Work effectively with others in a team	A319- Outcomes 2,5,6,7,9,10 Behaviours 1,3,4,5,6,8,9 K1,2,8,9,11,12,14,15,16,18,19,20,21,23, 25,26,27 PW11.1/2 K1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,
308	1 - Promoting opportunities in the community 2 - Developing play opportunities in the community	B226.1/2 K1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,
309	1 - Record and report key information within the playwork setting 2 - Implement 'Access' procedures 3 - Manage a budget	PW15.1/2 K1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20 A27 K1,2,3,4,5,6,7,8,9,10,11,12,13,16, 18, 20,21
310	1 - Establish and develop working relationships with parents and carers 2 - Involve parents and carers in the setting	PW14.1/2 K1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19
311	1 - Organise travel for participants 2 - Supervise travel for participants	B228.1/2 K1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17
312	1 - Monitor and evaluate the quality of work in the play setting 2 - Develop, improve and promote services 3 - Maintain quality assurance standards	B227.1/2 K1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22 A320- outcomes 2,3,4,5,6,7,8,9,10,11,12,14 Behaviours 1,2,3,4,5,6,7,8,9,10,11,12

Appendix 4 Key/Core Skills signposting

The qualification provides opportunities to gather evidence for the accreditation of Key skills as shown in the table below. However, to gain Key Skills certification the Key Skills would need to be taken as additional qualification/s.

Unit	Title	Communication	Application of number	Working with others	Problem solving	Improving own learning and performance	Information and communication technology
301	Promote the assumptions and values of playwork	2.1a/b 3.1a		2.1, 2.2, 2.3		2.1, 2.2, 2.3 3.1, 3.2, 3.3	
302	Promote, support and plan self directed play	2.1a/b 3.1a		2.1, 2.2, 2.3	2.1, 2.2, 2.3		
303	Reflect, develop and improve personal and organisational practice in the play setting	2.1a/b 3.1a		2.1, 2.2, 2.3	2.1, 2.2, 2.3 3.1, 3.2, 3.3	2.1, 2.2, 2.3 3.1, 3.2, 3.3	
304	Promote and establish the health, safety and well being of children in the play setting	2.1a/b, 2.2, 2.3 3.1a, 3.2, 3.3		2.1, 2.2 3.1	2.1, 2.2, 2.3		
305	Develop and promote positive relationships in the play setting	2.1a/b 3.1a		2.1, 2.2, 2.3			
306	Inclusive playwork	2.1a/b, 2.2, 2.3 3.1a, 3.3	2.1, 2.2, 2.3 3.1	2.1, 2.2, 2.3			
307	Recruit, select and retain colleagues in the play setting	2.1a/b, 2.2, 2.3 3.1a		2.1, 2.2, 2.3 3.1, 3.2, 3.3	2.1, 2.2, 2.3 3.1, 3.2, 3.3	2.1, 2.2, 2.3 3.1, 3.2, 3.3	2.1, 2.2, 2.3 3.1, 3.2, 3.3
308	Develop playwork opportunities in the community	2.1a/b, 2.2, 2.3 3.1a/3.1b, 3.2, 3.3	2.1, 2.2, 2.3	2.1, 2.2, 2.3 3.1, 3.2, 3.3			

Unit	Title	Communication	Application of number	Working with others	Problem solving	Improving own learning and performance	Information and communication technology
309	Administer playwork provision and manage a budget	2.1a/b, 2.2, 2.3 3.1a/3.1b, 3.3	2.1, 2.2, 2.3 3.1, 3.2, 3.3	2.1, 2.2, 2.3			
310	Work with parents and carers in the play setting	2.1a/b 3.1a		2.1, 2.2, 2.3 3.1, 3.2, 3.3			2.1, 2.2, 2.3
311	Organise and supervise travel outside the play setting	2.1a/b, 2.2, 2.3 3.1a		2.1, 2.2, 2.3			
312	Ensuring quality within the play setting	2.1a/b, 2.2, 2.3 3.1a, 3.3			2.1, 2.2, 2.3	2.1, 2.2, 2.3	2.1, 2.2, 2.3 3.1, 3.2, 3.3

Appendix 5 Mapping to Values, Assumptions and Principles of Playwork

To develop good practice and quality standards, centres are advised to ensure that the Assumptions, Values and Principles are imbedded into the delivery and assessment of the qualification.

Unit	outcomes	Assumptions	Values	Principles
301	Describe the impact of the first assumption of playwork on the provision of a play environment Describe the impact of the second assumption of playwork on the interventions playworkers make in children's play Explain the impact of the values of playwork on the provision of play opportunities Describe the role of the SSC (SkillsActive) in supporting and promoting playwork	1,2	All	All
302	Collect and analyse information on play needs and preferences Prepare child-centred play spaces Support self-directed play. Help children and young people manage risk during play	1,2	All 3,11	All
303	Respond to concerns about possible child abuse Promote and establish the health and safety of children Maintain the healthy, safe and secure environment for children Respond to injuries and signs of illness Follow emergency procedures	1,2	3,4,5,11 3,11 3,11 3,11 3,11	All
304	Develop relationships with children Communicate with children and young people Support children and young people in developing relationships Communicate with adults	1,2	1,2,3,4,5,6,7,8,10,11 ,12 “	All
305	Reflect on and evaluate practice Improve own personal performance and continuing professional development	1,2	10	All
306	Recognise and consult with children on their rights Consider the accessibility of a setting and make suggestions for widening participation Promote a diverse and inclusive play environment	1,2	All	All

	Encourage independence, self-esteem and confidence in play			
307	Recruit members of staff Retain staff Work effectively with others in a team	1,2	10	All
308	Promoting opportunities in the community Developing play opportunities in the community	1,2	10	All
309	Record and report key information within the playwork setting Implement 'Access' procedures Manage a budget	1,2	1,7,11 1,7,11 7,11	All
310	Establish and develop working relationships with parents and carers Involve parents and carers in the setting	1,2	10	All
311	Organise travel for participants Supervise travel for participants	1,2, 9, 11		All
312	Monitor and evaluate the quality of work in the play setting Develop, improve and promote services Maintain quality assurance standards	1,2		All

Appendix 6 Links to Common Core

Skills and knowledge for the children's workforce

	Common Core	Units
1	Effective communication and engagement with children, young people, their families and carers	301, 305, 306, 310
2	Child and young person development	302, 305, 306
3	Safeguarding and promoting welfare of the child	304, 305
4	Supporting transitions	305
5	Multi-agency working	301, 303, 308, 309
6	Sharing information	303, 308, 309, 310

Appendix 7 The wider curriculum

Candidates taking this qualification may also have the opportunity to cover the following aspects of the wider curriculum.

Identification of opportunities for evidence generation of moral, ethical, spiritual, European dimension, Environmental education and Health and Safety

Unit No and Title	Spiritual, moral, ethical, social and cultural	European development	Environmental education	Health and safety
301 Promote the assumptions and values of playwork	X			
302 Promote, support and plan self directed play			X	
303 Reflect, develop and improve personal and organisational practise in the play setting				X
304 Promote and establish the health, safety and well being of children in the play setting	X			
305 Develop and promote positive relationships in the play setting				
306 Inclusive playwork	X			
307 Recruit, select and retain colleagues in the play setting				
308 Develop playwork opportunities in the community		X		
309 Administer playwork provision and manage a budget				
310 Work with parents and carers in the play setting				
311 Organise and supervise travel outside the play setting			X	X
312 Ensuring quality within the play setting		X		

Appendix 8 Funding

These qualifications are accredited and included on the National Qualifications Framework, and are therefore eligible for funding.

City & Guilds does not provide details on funding as this may vary between regions. Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for help on how to find out more about the funding arrangements for this qualification.

Nation	Who to contact	For higher level qualifications
England	The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning. Further information on funding is available on the Learning and Skills Council website at www.lsc.gov.uk and, for funding for a specific qualification, on the Learning Aim Database www.providers.lsc.gov.uk/lad .	Contact the Higher Education Funding Council for England at www.hefce.ac.uk .
Scotland	Colleges should contact the Scottish Further Education Funding Council, at www.sfc.co.uk . Training providers should contact Scottish Enterprise at www.scottish-enterprise.com or one of the Local Enterprise Companies.	Contact the Scottish Higher Education Funding Council at www.shefc.ac.uk .
Wales	Centres should contact Education and Learning Wales (ELWa) at www.elwa.ac.uk or contact one of the four regional branches of ELWa.	For higher level qualifications, centres should contact the Higher Education Funding Council for Wales at www.hefcw.ac.uk
Northern Ireland	Please contact the Department for Employment and Learning at www.delni.gov.uk .	

This page is intentionally blank

**Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)20 7294 2800
F +44 (0)20 7294 2400
www.cityandguilds.com**

**City & Guilds is a registered charity
established to promote education
and training**

SP-03-6978