Level 2 NVQ in Playwork (4840-02)

Standards and assessment requirements
500/3767/5
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Level 2 NVQ in Playwork (4840-02)

Standards and assessment requirements
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1 Introduction

About this document
This document contains the information that centres need to offer the following National Vocational Qualification (NVQ):

Level 2 NVQ in Playwork (4840-02)
QCA accreditation number 500/3767/5

This document contains 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
• evidence recording forms
2 About the qualification

2.1 The Sector Skills Council and the National Occupational Standards

Background to the National Occupational Standards (NOS) development
This qualification is based entirely on the National Occupational Standards (NOS) for Playwork at Level 2 which were developed as part of an incremental change project in 2007. National Occupational Standards are updated and incrementally changed to ensure that the latest and most up to date industry practices are adhered to. They replace the previously available Level 2 NOS in Playwork.

Contacting the Standards Setting Bodies
This qualification is based on the National Occupational Standards (NOS) developed by:

Name of SSC  SkillsActive
Address  Castlewood House
          77-91 New Oxford Street
          London
          WC1A 1PX
Telephone  0207 632 2000
URL  www.skillsactive.com

Apprenticeship framework
The NVQ has been approved by the SSC SkillsActive as part of the Apprenticeship Framework in England and Wales.

Full details of the requirements of the apprenticeship framework for the sector are available from SkillsActive at the above address.

City & Guilds also offers the following qualification, which is also part of the Apprenticeship framework.
• City & Guilds Level 2 Diploma in Playwork ((6978-42)).

Apprenticeship frameworks and technical certificate requirements may be updated at any time. In order to ensure you have the correct version, please check the framework on the SkillsActive website.

Accreditation details
This qualification is
• accredited by the Qualifications and Curriculum Authority as part of the National Qualifications Framework.

For further details about accreditation, national qualification frameworks and level descriptors please refer to Appendix 1.
2 About the qualification

2.2 Publications and sources of information

This document has been designed to be used with the City & Guilds N/SVQ Guides:

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<td>An introduction to N/SVQs, candidate responsibilities and an overview of the assessment process.</td>
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<td>Recording forms</td>
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<td>TS-33-0001</td>
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Visit the City & Guilds website (www.cityandguilds.com) for the latest versions of these documents.

The following City & Guilds publications are also available

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<td>Level 2 in Playwork - Candidate logbook</td>
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Other essential City & Guilds documents

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

- **Providing City & Guilds qualifications – a guide to centre and qualification approval** 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** contains updates on City & Guilds assessment and policy issues.

- **Centre toolkit** contains additional information on Providing City & Guilds qualifications, on a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates. The Centre Toolkit is sent to centres when they receive approved centre status. It is also available from to order at an additional cost.

- **Online Catalogue** contains details of general regulations, registration and certification procedures and fees.
Candidate entry requirements and progression

Candidate work role requirements
This NVQ is for those working in play settings as Playworkers. A typical play setting would include:

- before and after-school club
- holiday playscheme
- adventure playground
- open access park/centre
- playbus / mobile unit
- local authority play unit
- school play centre
- weekend playscheme.

The candidate would be expected to demonstrate competence in supporting relationships, creating play spaces, supporting freely chosen and self-directed play, contributing to health and safety, and improving own practice and that of the team in the playsetting.

Candidate entry requirements
Generally, there is no prescribed recommended prior knowledge, attainment or experience needed to gain access to this qualification. Candidates will be employed within the industry and as such would have been through a selection process. It is recommended that potential candidates are initially assessed on entry, so that levels of literacy, numeracy, communication skills, and sector understanding can be determined. This initial assessment should consider previous qualifications and practical experience. It is important to remember that centres must ensure that candidates have the potential and opportunity to gain evidence for the qualification in the workplace.

Attainment of a City and Guilds Level 2 Certificate or Diploma in Playwork is excellent prior preparation for this qualification.

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

Age restrictions
This NVQ is 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 under the age of 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
The following legal considerations apply to this qualification:

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

On completion of this qualification candidates may progress to the following City & Guilds Playwork qualifications:

- Level 3 NVQ in Playwork (4834-30)
- Level 3 Certificate in Playwork (6978-43 to -50)
- Level 3 Diploma in Playwork (6978-42).

Further details of all Playwork qualifications are available on the City and Guilds website (www.cityandguilds.com/Playwork).

The diagram on the following page highlights a typical career progression route for a candidate in the Playwork industry.
Playwork Sector Progression Routes

### Entry Level

**Assistant Playworker**

- **Level 1 Certificate in Sport & Leisure**
- **Induction Award**

**Playworker**

- **Level 2 Certificate in Playwork**
- **Level 1 NVQ in Playwork**
- **Level 2 Certificate in Playwork**

**Supervisory Playworker**

- **Level 3 NVQ in Playwork**
- **Level 3 Diploma in Playwork**
- **Level 3 Transitional Awards**

**Playwork Manager**

- **Foundation Degree in Playwork**
- **Level 4 NVQ in Playwork**
- **Foundation Degree in Playwork**
- **Accounting/Admin N/SVQs**
- **Training & Development N/SVQs**
- **Business Improvement Techniques NVQ**
- **Management N/SVQs**

**Director**

- **PhD in Playwork (related)**
- **Masters Degree in Playwork**
- **Bachelors Degree in Playwork**
- **NVQ Level 5 Management / Operational / Strategic**

**Occupational Roles**

- **Director**
- **Senior Manager**
- **Playwork Academic**
- **Playwork Researcher**

**Relevant Qualifications**

- **Foundations Degree in Playwork**
- **Level 4 NVQ in Playwork**
- **Foundation Degree in Playwork**
- **Accounting/Admin N/SVQs**
- **Training & Development N/SVQ**
- **Business Improvement Techniques NVQ**
- **Management N/SVQs**

**NQF Level**

- **5**
- **4**
- **3**
- **2**
- **1**

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4 Centre resource requirements
4.1 Centre, qualification and fast track approval

Centres not yet approved by City & Guilds
To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the Centre guide and Providing City & Guilds Qualifications for further information.

Existing City & Guilds centres
To offer this qualification, centres already approved to deliver City & Guilds qualifications will need to gain qualification approval. Please refer the Centre guide and Providing City & Guilds Qualifications for further information.

Centres already offering City & Guilds qualifications in this subject area
Centres approved to offer the qualification (Level 2 NVQ in Playwork (4833-02) may apply for approval for the new Level 2 NVQ in Playwork (4840-02) using the fast-track form, available from the regional/national office or City & Guilds website.

Centres may apply to use/offer the new qualification using the fast-track form
• providing there have been no changes to the way the qualifications are delivered, and
• if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the standard qualification approval process. It is the centre’s responsibility to check that fast track approval is still current at the time of application.
4 Centre resource requirements
4.2 Registration and certification

Time constraints
It is estimated that a Level 2 NVQ should be completed within two years of registration.

Registration and certification period
Centres should be aware of time constraints regarding the registration and certification periods for the NVQ as specified in the City & Guilds Online Catalogue.

Please check the Online Catalogue for the latest information on length of registration and the last registration and certification dates.

Where the period of access to assessment offered by a centre is less than the period covered by the candidates’ registration with City & Guilds, centres must ensure that this is understood by the candidates.
5 Assessment method requirements

This guidance is based on and amplifies the assessment strategy developed for the Level 2 NVQ in Playwork by SkillsActive.

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

SkillsActive holds an Awarding Body Forum which, amongst other things will consider standardisation and implementation issues identified via the external verification process.

Performance evidence requirements
Whilst the NVQ is broken down into separate units, the work of the Playworker is not. This means that, as the Playworker does their job, they will generate evidence across a number of NVQ units. Using this evidence for all the units it relates to is part of holistic assessment.

Many of these units cover interrelated responsibilities, and much of the naturally occurring evidence for these is likely to come from observing the candidate going about their normal day-to-day activities in a play setting.

For this reason, we strongly recommend that, if the candidate is attempting the whole NVQ, interrelated units are assessed in a holistic manner. In other words, when assessor observations occur, the assessor is strongly advised not to carry out observations on separate occasions for each of these units, but to visit the play setting, observe the candidate in all the work they do with children and young people, and identify how the evidence the candidate generates matches the requirements of any or all of these units.

Separate assessments for each of these units should only be necessary if the candidate is not attempting the whole of the NVQ, but is seeking single unit accreditation only. If more than one unit is being attempted, opportunities should also be sought for a ‘holistic’ approach.

It is worth noting that if the NVQ process is to be delivered successfully, the qualification must only be awarded to a Playworker who shows that their work is competent – in other words, the Playworker shows they meet all the requirements in the relevant National Occupational Standards consistently and over a period of time. If a pre-assessment investigation of the candidate indicates that they may not yet be competent, the Playwork candidate should undertake appropriate training and/or gain more experience before embarking on their NVQ assessment.

Since the NVQ process is about the candidate (Playworker) demonstrating their competence, the primary source of evidence must be observation of the candidate at work, and/or the assessor looking at other forms of evidence that the candidate's real work meets the standard. This should be supplemented by other methods, such as questioning, examining products of work, reflective accounts or professional discussions.

The Playwork NVQ is not intended to be a snapshot of the candidate's work, but rather a qualification that shows the Playworker meets the standards consistently.
The units that make up the NOS, therefore, require primary evidence to be gathered by means of fully recorded observations carried out by an A1 qualified assessor who is also occupationally expert as defined by the Assessment Strategy and the Playwork Annex.

It is recommended that sufficient hours of observation should take place with the recognition that some candidates will need more time than others. Each observation session must be followed by feedback and discussion. Evidence for each performance criterion, range item and knowledge statement must be ‘cross-referenced’, ‘mapped’ or ‘logged’ on one occasion only.

Observational evidence should be supplemented by additional performance evidence, such as witness testimony, reflective accounts and extra professional discussion, only on occasions when the assessor has not been present or because the evidence is not generated on a frequent basis.

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

In the case of a very few performance criteria or range items, assessors and verifiers should be aware that opportunities for the candidate to generate appropriate evidence may be rare, and therefore it will be acceptable to use ‘historical evidence’ – i.e. evidence produced before the candidate has registered for the NVQ. However, this evidence should not be more than two years old and should be validated as being authentic.

When collecting evidence, assessors need to ensure that

- evidence comes from work situations where the candidate is carrying out their everyday practice
- these situations should be as natural as possible and not staged for the purposes of assessment
- observation focuses on the candidate’s natural working practices and is, therefore, likely to cover a number of performance criteria across a number of units at the same time.

It is expected that each performance criterion and range item will be evidenced through observation by a qualified assessor at least once. However, there may be some performance criteria and range items that are not possible to see through direct observation. On these occasions, assessor observation must be supplemented by additional performance evidence such as witness testimony, products of work, reflective accounts or professional discussion.

Once a candidate has demonstrated that they are competent for specific performance criteria/range items the evidence can then be cross-referenced to the occupational standards according to the awarding bodies/assessment centres processes.

The main evidence for the Level 2 NVQ in Playwork must be collected and evaluated by an A1 qualified and occupationally expert assessor who observes and records the candidate’s regular work practice.

The recording [written or aural] should be a narrative of what the assessor has seen, without value comments or judgements. The methodology of where and how this is recorded is not prescribed and can be at the discretion of the assessment centre and their awarding body.

Within each observation the candidate will be seen to be meeting requirements across a number of units.
• An observation should include all that the assessor sees, whether this demonstrates competence or not.
• An observation is a narrative of the candidate at work. All that the candidate does should be recorded.
• An observation should be followed by a process in which the assessor and candidate have a dialogue about what has happened, so the assessor is able to ‘gain a window’ on what the candidate has been thinking whilst their work has been taking place.
• All observational evidence that relates to a candidate’s attitude, values and adherence to the Playwork Principles needs to be supported by professional discussion, questioning, reflective accounts or post-observation feedback.

In some exceptional cases, it may not be possible to observe a candidate demonstrating their competence for a particular performance criterion or range item because

• an appropriate situation never happens when the assessor is present, even though the assessor has observed on more than one occasion
• it is not everyday practice and so cannot be expected to be seen even after several visits
• it is not the sort of performance that the assessor would see because it happens outside of normal face-to-face work with children and young people, for example team meetings, supervision sessions or trips outside of the play setting.

In these cases (which must be the exception, rather than the rule), evidence may be gained by other means, for example from witness testimony, products of work or reflective accounts.

Please note for unit 204.1, it is unlikely that the assessor will be able to see the performance evidence in a direct observation. It may be more appropriate to use work products and witness testimony and reflective accounts.

Knowledge evidence requirements
All knowledge and understanding should be rooted in practice ie a candidate should give examples from their day-to-day work to show their knowledge and understanding in practice and the principles that underpin this. There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘What you must know and understand’. In most cases this will be done through professional discussion, questioning, reflective accounts or post-observation feedback. Other techniques, such as projects and assignments, might also be appropriate so long as they are still rooted in the candidate’s practice.

The knowledge evidence requirements are specified in the units where applicable.

Simulation
Simulation is allowed in only one of the units in this qualification. It may be used for Unit 203.2.

It is important to note that simulation cannot be used for any other units in this qualification, or in outcome 203.1 and 203.3 of Unit 203.

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where

• there is a high risk to the security or safety of the candidate, individuals, key people in their lives and others

Level 2 NVQ in Playwork (4840-02)
• the opportunity to present evidence from work-based practice happens infrequently, and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating candidates
• there would otherwise be a breach of confidentiality or privacy.

Range (‘What you must cover’)
All items within each range section (where range is present) must be covered. If, after extensive observation, performance evidence for a range item has not been generated, the assessor, together with the candidate, will explore other methods of generating evidence that shows how the candidate could or would be able to meet the performance criteria for that range item, if they were working in that situation.

Validity and consistency of observations
Assessors must ensure validity and consistency of a candidate's competence. Assessors will achieve this through the feedback/discussion session which follows observation and is an integral part of the assessment process.

• All observations must be followed by a feedback/discussion session, ideally taking place within 5 working days of the observation
• As part of the feedback/discussion session, the assessor and candidates must discuss what has been observed
• The discussion will be reflective in nature, the candidates will discuss what they've been doing during the observation and why. Where relevant this will be the basis for a reflective account
• The assessor will record, on the centre’s feedback documentation, that the discussion has taken place, and how it ensures validity and consistency

In observing the candidate, the assessor will be present on more than one occasion. Performance evidence for the whole NVQ will be generated over a series of assessment visits where detailed observations of the candidate's practice will be recorded.

Observational evidence will be supported and supplemented by additional performance evidence such as witness testimony, reflective accounts and professional discussion.

The assessor has the responsibility to make a judgement about whether the candidate demonstrates consistency of practice over time. This is more than the candidate demonstrating elements of their competence on all the occasions when the assessor is present but is also about the assessor making the judgement that competent practice takes place when the assessor is not present.

Recording of competence
The process of documenting evidence requires that the evidence is ‘cross referenced’, ‘logged’ or ‘mapped’ to the performance criteria, range items and knowledge statements.

Each performance criterion, range item and knowledge statement needs to be ‘cross referenced’ or ‘logged’ or ‘mapped’ to a minimum of one piece of evidence.

The Internal Verifier may wish to question the assessor's judgment on consistency over time to ensure the rigour of the process.
In summary:

We are aiming to maintain the rigour of the assessment process by insisting on sufficient number of observations [and supporting evidence] but are reducing the amount of ‘administrative’ work involved in the process by asking for only one piece of evidence to be mapped.

Evidence gathering methods

- Observation by a qualified and occupationally expert assessor (as defined in the Assessment Strategy).
- Expert witness statements: statements by a line manager or already qualified Playworker.
- Other forms of witness testimony e.g. from a colleague, parent/carer or a child. They must be a credible witness (who can be checked out if needed)
- Reflective account by the candidate that details what the candidate said, did and why
- Work products showing work undertaken by the candidate
- Professional discussion where the candidate describes what they said, did and why
6 Roles and occupational expertise requirements

Assessors
Assessors should

• hold the Assessor units A1/A2 (or the former D32/33) of the Employment National Training Organisation standards

New assessors should have a clear action plan for achieving unit A1/A2. An assessor or verifier who has gained certification must support assessment decisions by assessors who are still working towards certification.

• provide evidence of recent experience and competence in the occupational area to the level of the qualification(s) they wish to assess
  o have worked with children and young people as a Playworker in settings underpinned by the Playwork Principle.
  o demonstrate Playwork experience, knowledge and skills required to make accurate judgements about others’ competence
  o have knowledge and understanding of, and commitment to, the Playwork Principles
  o have actively and consistently participated in a process of current and relevant continuous professional development to keep up to date with best Playwork practice. This must be evidenced by a reflective account (this could include attendance at sector training days, seminars and conferences, training, reading and face to face work).

It is also desirable that assessors have

  o a relevant and nationally recognised Playwork training course or qualification from the NQF in England/Wales and Northern Ireland or the SCQF in Scotland, or an action plan to achieve such.

Assessors should also

• provide evidence of knowledge, understanding and application of the National occupational Standards with the Assessment Specification
• demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse
• provide evidence of their ability to maintain occupational competence and to participate in assessor training initiatives for continuous professional development.
Expert witnesses
SkillsActive and City & Guilds recognise that for the assessment of workplace performance to be as natural and efficient as possible, the use of witness testimony should be encouraged, and has a crucial role in the collection of evidence.

Witnesses must be fully briefed and clear about the purpose and use of the testimony. Any relationship between the witness and candidate should be declared and noted by the assessor and the external verifier/awarding body informed.

Witnesses must be able to demonstrate that they have the necessary expertise in the relevant area and their testimony should

• be specific to the activities or product
• give a brief description of the circumstances of the observation
• give a brief description of the background of the witness and the observed activity
• identify the aspects of competence demonstrated.

The assessor should carefully note this information.

There are no specific occupational expertise requirements for witnesses. Witness testimony can provide evidence to establish consistency in a candidate’s practice and/or to evidence events which are difficult to plan to observe. In order that the assessor may make an informed judgement about the contribution of the witness’ testimony to the overall evidence presented for a unit or qualification, a statement of the witness’ status should be included in the candidate’s portfolio of evidence. This can be done by using the Witness Status List (form N/5VQS) or including it as part of the witness testimony itself. The statement should indicate the relationship between the candidate and the witness and should enable the assessor, by defining the role that the witness has played in the gathering of evidence (i.e. as colleague, worker from another organisation), to judge the extent of the witness’ knowledge of the National Occupational Standards and understanding of the work roles involved.

Please note: the use of witness testimony from relatives or those with whom the candidate has a significant personal relationship is not acceptable.

Internal verifiers
Internal verifiers should

• hold the Internal Verifier unit V1 (or the former D34) of the Employment National Training Organisation standards.

New internal verifiers should have a clear action plan for achieving unit V1.

• provide evidence of recent experience and competence in the occupational area to the level of the qualification(s) they wish to assess.
  o have worked with children and young people as a Playworker in settings underpinned by the Playwork Principles.
  o demonstrate Playwork experience, knowledge and skills required to make accurate judgements about others’ competence.
  o have knowledge and understanding of, and commitment to, the Playwork Principles.
have actively and consistently participated in a process of current and relevant continuous professional development to keep up to date with best Playwork practice. This must be evidenced by a reflective account (this could include attendance at sector training days, seminars and conferences, training, reading and face to face work).

It is also desirable that internal verifiers have

a relevant and nationally recognised Playwork training course or qualification from the NQF in England/Wales and Northern Ireland or the SCQF in Scotland, or an action plan to achieve such.

Internal Verifiers should also

- provide evidence of knowledge, understanding and application of the National Occupational Standards with the Assessment Specification
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse
- provide evidence of their ability to maintain occupational competence and to participate in assessor training initiatives for continuous professional development.

**Continuous Professional Development requirements**

City & Guilds expects all those with formal roles in the assessment or verification process to participate in a minimum of two CPD activities per annum. This can be to update either vocational skills/knowledge or assessment/verification skills/knowledge.

**Additional sector requirements for subject competence for the Playwork industry**

Please see Appendix 5 for the latest recommendations from the SkillsActive Playwork unit as to sector requirements for subject competence for Playwork tutors, trainers, assessors and internal verifiers.
7 Recording assessment and evidence
7.1 Data protection and confidentiality

Data protection and confidentiality
Data protection and confidentiality must not be overlooked when assessing candidates.

Centres offering this NVQ 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.

Protecting identity
It is extremely important to protect the identity of individuals (adults or children) encountered by candidates in the work setting, eg customers or parents.

Confidential information must not be included in candidate portfolios or assessment records. Confidential information should remain in its usual location, and a reference should be made to it in the portfolio or assessment records.

When recording evidence towards this qualification, candidates are expected in particular to protect the identity of individuals, children and young people in their care by disguising their names and that of the placement nursery.

Images of minors being used as evidence
If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualification, both centre and candidate have responsibilities for meeting child protection legislation.

It is the responsibility of the centre to inform the candidate of the
• need to obtain permission from the minor’s parent/guardian prior to collecting the evidence
• reasons and restrictions for using photographs or video recordings as evidence
• period of time for which the photographs or video recordings may be kept
• obligation to keep photographs or video recordings secure from unauthorised access in an location outside of their portfolio
• secure electronic storage requirements of photographs or video recordings associated with child protection legislation.
7  Recording assessment and evidence

7.2  Recording forms to use

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of Recording forms, including examples of completed forms, for new and existing centres to use as appropriate (see NVQ Guide for centres and candidates - Recording forms, available on the City & Guilds website).

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier before they are used by NVQ candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

City & Guilds has also developed a candidate logbook specifically for this NVQ.

Level 2 in Playwork - Candidate logbook  TS-02-4840

It is available from the City & Guilds website or can be ordered from Publications.
# 8 The qualification structure

**Qualification structure**

To achieve the Level 2 NVQ in Playwork candidates must complete **six** units in total. They must complete all **four** mandatory units and any **two** optional units.

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<tr>
<th>QCA unit reference</th>
<th>City &amp; Guilds Unit no</th>
<th>SkillsActive Unit no</th>
<th>Unit title</th>
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<tbody>
<tr>
<td>201</td>
<td>PW 33</td>
<td></td>
<td>Support relationships in the play environment</td>
</tr>
<tr>
<td>202</td>
<td>PW 34</td>
<td></td>
<td>Work with children and young people to create play spaces and support freely chosen, self-directed play</td>
</tr>
<tr>
<td>203</td>
<td>PW 35</td>
<td></td>
<td>Contribute to the health, safety, security and welfare of children and young people using the play environment</td>
</tr>
<tr>
<td>204</td>
<td>PW 36</td>
<td></td>
<td>Help to improve your own practice and the work of your Playwork team</td>
</tr>
<tr>
<td>205</td>
<td>PW 25</td>
<td></td>
<td>Contribute to providing food and drink in the play environment</td>
</tr>
<tr>
<td>206</td>
<td>PW 26</td>
<td></td>
<td>Facilitate a specific play opportunity at children or young people's request</td>
</tr>
<tr>
<td>207</td>
<td>PW 27</td>
<td></td>
<td>Support the development of Playwork opportunities in the community</td>
</tr>
<tr>
<td>208</td>
<td>PW 28</td>
<td></td>
<td>Contribute to supporting disabled children and young people in the play environment</td>
</tr>
<tr>
<td>209</td>
<td>PW 29</td>
<td></td>
<td>Support work with parents and carers in the play environment</td>
</tr>
<tr>
<td>210</td>
<td>PW 30</td>
<td></td>
<td>Carry out Playwork in a school setting</td>
</tr>
<tr>
<td>211</td>
<td>PW 31</td>
<td></td>
<td>Contribute to the administration of the play environment</td>
</tr>
<tr>
<td>212</td>
<td>PW 32</td>
<td></td>
<td>Support children and young people's travel outside the play environment</td>
</tr>
</tbody>
</table>
9 Relationships to other qualifications
9.1 Relationship to previous versions of the qualification

City & Guilds has identified the connections to the NVQ previously offered by City & Guilds in Playwork.

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 the forerunner qualification are automatically covering all of the content of the new NVQ listed in the mapping.

Relationship between this Level 2 NVQ in Playwork (4840-02) and forerunner Level 2 NVQ in Playwork (4833-02)

<table>
<thead>
<tr>
<th>Unit Number/Title</th>
<th>Related units</th>
</tr>
</thead>
<tbody>
<tr>
<td>201 Support relationships in the play environment</td>
<td>PW1/009</td>
</tr>
<tr>
<td>202 Work with children and young people to create play spaces and support freely chosen, self-directed play</td>
<td>PW2/010</td>
</tr>
<tr>
<td>203 Contribute to the health, safety, security and welfare of children and young people using the play environment</td>
<td>PW3/011</td>
</tr>
<tr>
<td></td>
<td>C35/006</td>
</tr>
<tr>
<td></td>
<td>C36/008</td>
</tr>
<tr>
<td>204 Help to improve your own practice and the work of your Playwork team</td>
<td>A52/012 (partially)</td>
</tr>
<tr>
<td>205 Contribute to providing food and drink in the play environment</td>
<td>PW4/013</td>
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<tr>
<td>206 Facilitate a specific play opportunity at children or young people’s request</td>
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<tr>
<td>207 Support the development of Playwork opportunities in the community</td>
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<tr>
<td>208 Contribute to supporting disabled children and young people in the play environment</td>
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<tr>
<td>209 Support work with parents and carers in the play environment</td>
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</tr>
<tr>
<td>210 Carry out Playwork in a school setting</td>
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<tr>
<td>211 Contribute to the administration of the play environment</td>
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</tr>
<tr>
<td>212 Support children and young people’s travel outside the play environment</td>
<td>PW5/014</td>
</tr>
</tbody>
</table>
9 Relationships to other qualifications

9.2 Key skills

This qualification includes opportunities to develop and practise many of the underlying skills and techniques described in Part A of the standard for each key skills qualification in England, Northern Ireland and Wales.

Where candidates are working towards any key skills alongside this qualification, they will need to be registered with City & Guilds for the key skills qualifications.

The ‘signposts’ below identify the potential for key skills portfolio evidence gathering that can be naturally incorporated into the completion of each unit. Any key skills evidence needs to be separately assessed and must meet the relevant standard defined in the QCA document ‘Key skills qualifications standards and guidance’.

Key skills (England, Wales and Northern Ireland)

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Communication</th>
<th>Application of Number</th>
<th>Information Technology</th>
</tr>
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<tbody>
<tr>
<td>201</td>
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<tr>
<td>Unit number</td>
<td>Problem Solving</td>
<td>Improving own learning and performance</td>
<td>Working With Others</td>
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</table>
# Relationships to other qualifications

## 9.3 The common core

### Level 2 NVQ in Playwork (4840-02)

<table>
<thead>
<tr>
<th>Common Core Units</th>
<th>Level 2 NVQ Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Effective communication and engagement with children, young people, their families and carers.</td>
<td>201, 202, 204, 208, 209, 211</td>
</tr>
<tr>
<td>2. Child and young person development</td>
<td>202, 205, 206, 208, 210</td>
</tr>
<tr>
<td>3. Safeguarding and promoting welfare of the child</td>
<td>203, 205, 212</td>
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<tr>
<td>4. Supporting transitions</td>
<td>201, 207, 208</td>
</tr>
<tr>
<td>5. Multi-agency working</td>
<td>201, 207, 208, 210</td>
</tr>
<tr>
<td>6. Sharing information</td>
<td>201, 207, 211</td>
</tr>
</tbody>
</table>
9 Relationships to other qualifications
9.4 The wider curriculum

Candidates taking this NVQ 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**

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Spiritual, moral, ethical, social and cultural issues</th>
<th>European dimension</th>
<th>Environmental education</th>
<th>Health and safety</th>
</tr>
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<tbody>
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</table>
10 About the National Occupational Standards (NOS)

10.1 Availability of the NOS

**Availability of standards**
The units for the qualification follow.

They may also be obtained from the centre resources section of the City & Guilds website.
10 About the National Occupational Standards (NOS)

10.2 Value statements

Value statements
This qualification is underpinned by the Playwork Principles. These are outlined as follows.

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

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

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

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

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

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

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

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

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

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

8. Playworkers choose an intervention style that enables children and young people to extend their play. All Playworker intervention must balance risk with the developmental benefit and well being of children.
Unit 201  Support relationships in the play environment (PW33)

Overview

Rationale
Children and young people can only make the most of play environments when people – playworkers, children and young people – work together effectively. This unit is about the contribution you can make to that process.

The unit is divided into three parts. The first part describes the two things you have to do. The second part describes the knowledge and understanding you must have. The third part explains some examples and explanations of some words we use in the unit.

201.1  Develop and maintain relationships with children and young people
201.2  Support relationships between children and young people and others in the play environment

Target group
This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked units
This unit links closely with units 202, 203 and 204.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.
Unit 201 Support relationships in the play environment (PW33)

201.1 Develop and maintain relationships with children and young people

What you must do
To meet the national standard, you must:
1. establish a rapport with children and young people
2. give respect to all children and young people
3. actively listen to children and young people and value what they say, experience and feel
4. communicate with children and young people in a way that is appropriate to the individual
5. provide children and young people with reasons for your actions when appropriate
6. check that children and young people understand what you communicate
7. be responsive to children and young people's questions, ideas and suggestions
8. support children and young people in making choices for themselves
9. value all children and young people's individuality and differences
10. give attention to individual children and young people in a way which is fair to them and the group as a whole.

What you must cover
This element covers the following types of:

a. ways to communicate
   1. conventional languages
   2. body language.
Unit 201  Support relationships in the play environment (PW33)

201.2  Support relationships between children and young people and others in the play environment

What you must do
To meet the national standard, you must:

1. support all children and young people to communicate effectively with others
2. encourage children and young people to understand other people's individuality, diversity and differences
3. help children and young people to understand and respect other people’s feelings and points of view
4. support children and young people to develop group agreements about the way they interact with others
5. support children and young people experiencing transitions and other issues that impact on their behaviour and relationships
6. support children and young people who have been affected by the behaviour of others, when that support is what they want
7. where appropriate, encourage and support children and young people to deal with conflict for themselves.
Unit 201  Support relationships in the play environment (PW33)

What you must know and understand

To be competent in this unit, you must know and understand the following:

K1 how the Playwork Principles specifically relate to this unit
K2 the legal requirements when relating to children and young people and why it is important to comply with them
K3 the values and ethos of your organisation and how they may support or conflict with your own
K4 your own role in the play environment and how this affects your relationship with children and young people and their freedom to play
K5 children and young people's development and how this affects their relationships with others, including how they communicate
K6 what is meant by adults' 'appropriate' and 'inappropriate' behaviour according to the situation and the child/young person
K7 why it is important that you establish a rapport with children and young people
K8 what is meant by anti-discriminatory practice and why is this important to effective Playwork
K9 what is meant by an honest, respectful and trusting relationship with children and young people and how to develop such relationships
K10 the importance of clear communication with children and young people and its two-way nature
K11 how to actively listen to children and young people, making them feel valued and involved
K12 when it is important to focus on the individual rather than the group
K13 the different ways in which you can communicate with children and young people; conventional languages, non-conventional languages and non-verbal communication
K14 the importance of understanding that children and young people may not have understood what is being communicated and how to check and reinforce their understanding
K15 challenges that disabled children and young people sometimes face when communicating and forming relationships with others and how to address these challenges
K16 the importance of children and young people being able to make choices
K17 how to interact with all children and young people in ways that support their ability to think and learn
K18 why it is important to show a commitment to treating all children and young people fairly and being respectful by actively listening and avoiding assumptions
K19 why it is important for children and young people to be able to ask questions, offer ideas and suggestions
K20 how play helps all children and young people develop relationships
K21 what are group agreements and when and why they are important
K22 the meaning of individuality, diversity and differences
K23 why it is important for children and young people to understand other people, their individuality, diversity and differences
K24 why it is important for children and young people to understand other people's feelings and points of view

K25 why it is important for children and young people to be able to deal with conflict themselves and what support they may need from you and when it may or may not be appropriate

K26 the types of transitions and other issues that children and young people may experience and the impact these may have on their behaviour and relationships with others

K27 the types of support that you can provide to children and young people who are experiencing transitions, consistent with the limits of your job role
Unit 201 Support relationships in the play environment (PW33)

What we mean by some of the words used in this unit

**Anti-discriminatory practice**
Taking positive action to counter discrimination; this will involve identifying and challenging discrimination and being positive in your practice about diversity without compromising the right of individuals to play.

**Body language**
Gestures, postures, and facial expressions by which a person shows various physical, mental, or emotional states and communicates non-verbally with others.

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

**Communicate/communication**
Conveying knowledge, information, feelings, ideas, needs or wants to others.

**Conventional language**
Any universal language that follows a set of rules or conventions, for example, spoken languages, such as English, Welsh, Irish, Hindi, Guajarati or BSL (British Sign Language), ISL (Irish sign language) PECS (Picture Exchange Communication System), MAKATON etc. Conventional languages are universal (i.e. contain universally understood structures and rules), not specific to people or contexts.

**Difference**
The way that one person is different to others for example because of their appearance, attitudes, behaviour, likes, dislikes, ways of communicating, ability etc.

**Disabled children and young people**
Children and young people with impairments who experience barriers accessing play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex requirements which may be permanent or temporary.

**Diversity**
Where there is difference and variety that reflects a broad mix of people from, for example, various demographic, socio-economic, ethnic and cultural backgrounds and types of ability.
Effectively
Producing a successful outcome for the persons involved.

Group agreements
Decisions made after discussion with and between children and young people on how they would like to be treated by/treat others. These agreements are often made on an ad hoc basis to fit a particular or spontaneous situation, but can also be made on an informal or formal basis. They are flexible and exist to accommodate children and young people’s requirements and preferences, rather than be rules imposed by adults.

Individuality
The combination of qualities and characteristics that distinguish one person from others.

Non-conventional communication
A communication system worked out and developed in a specific context for a specific reason with specific people. Examples include: codes, made-up languages, specific signs or actions.

Non-conventional language
Languages used in ways that differ from accepted social custom and practice e.g. electronic communicator, street talk, texting, made up play languages, swear words.

Non-verbal communication
Expressing through and making inferences from such things as gestures, facial expressions and body language.

Play environment
Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.

Transition
Most children and young people naturally pass through a number of physical and emotional stages as they grow and develop. Often, they will also be expected to cope with changes such as movement from primary to secondary school and for disabled children or children with chronic ill health, there may be an additional change of support moving from children’s to adult services. Such changes are commonly referred to as transitions. Some children may have to face very particular and personal transitions not necessarily shared or understood by all their peers. These include: family illness or the death of a close relative; divorce and family break-up; issues related to sexuality; adoption; the process of asylum; disability; parental mental health; and the consequences of crime.
Unit 202  Work with children and young people to create play spaces and support freely chosen self-directed play (PW34)

Overview

Rationale
Children and young people have a right to a variety of play spaces that stimulate them and provide opportunities for risk, challenge and personal growth. This unit is about working with children and young people to create such spaces and support their freely chosen, self-directed play. The unit is divided into three parts. The first part describes the two things you have to do. The second part describes the knowledge and understanding you must have. The third part gives some examples and explanations of some words we use in the unit.

202.1 Work with children and young people to create play spaces
202.2 Support children and young people’s freely chosen, self-directed play

Target group
This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked units
This unit links closely with units 201, 203 and 204.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.
Unit 202  Work with children and young people to create play spaces and support freely chosen self-directed play (PW34)

202.1  Work with children and young people to create play spaces

What you must do
To meet the national standard, you must:

1. use your observations, and feedback from children and young people, to identify their play needs and wants
2. work with children and young people to develop possibilities for play spaces that meet these needs and wants
3. support all children and young people to create play spaces appropriate to their individual needs and requirements
4. support children and young people to adapt play spaces to provide challenge, stimulation, rest or relaxation
5. contribute to ensuring there is sufficient flexibility, variety and choice of resources to enable children and young people to adapt the play space
6. seek advice and support from colleagues throughout this process of creating play spaces.

What you must cover
This element covers the following types of:

a  play spaces
   1  physical
   2  affective
   3  transient
   4  permanent
Unit 202  Work with children and young people to create play spaces and support freely chosen self-directed play (PW34)

202.2 Support children and young people’s freely chosen, self-directed play

What you must do
To meet the national standard, you must:

1. support all children and young people’s right to play
2. observe children and young people involved in play
3. respond to play cues appropriately
4. support children and young people to explore their play spaces
5. support the play process in a way that does not undermine the children and young people’s personal control and involvement
6. leave children and young people to determine the content and intent of their play
7. choose an intervention style that enables children and young people to extend their play
8. take part in play only when invited by children and young people through their play cues
9. intervene in children and young people’s play when their or others’ health, safety or welfare requires it
10. enable play to end in a way that is appropriate to the children and young people, their level of involvement and the requirements of your organisation.

What you must cover
This element covers the following types of:

a. Play spaces
   1. physical
   2. affective
   3. permanent
   4. transient
Unit 202  Work with children and young people to create play spaces and support freely chosen self-directed play (PW34)

What you must know and understand

To be competent in this unit, you must know and understand the following:

K1 how the Playwork Principles specifically relate to this unit
K2 how the requirements of the UN Convention on the Rights of the Child in relation to play provision specifically relate to this unit
K3 the legal requirements when relating to children and young people and why it is important to comply with them
K4 what is and is not freely chosen, self-directed play
K5 why children and young people’s play should be freely chosen and self-directed
K6 the importance of inclusion in Playwork practice
K7 how play and interactions with others in the play environment help the child/young person to understand themselves and the world around them and realise their potential
K8 the Playworker’s role in supporting freely chosen, self-directed play through helping to create play spaces with children and young people
K9 different types of play spaces and why they are important
   • physical
   • affective
   • transient
   • permanent
K10 how children and young people’s development can affect their play needs and wants and their ability or willingness to take part in changing/adapting and creating play spaces
K11 the specific requirements of disabled children and young people and how these should be met when creating play spaces
K12 different methods of observing children and young people and how to use this information to identify play needs and wants
K13 effective methods of getting feedback from children and young people with respect for their preferred methods of communication
K14 how to identify if a play space is stimulating, challenging, restful or relaxing
K15 possible interventions that could be used to provide challenge and stimulation
K16 the barriers to accessing the play space and play that some children and young people may experience and how to address these
K17 the difference between ‘separate’, ‘segregated’ and ‘inclusive’ play provision
K18 the concept of ‘loose parts’ and how loose parts are used
K19 the importance of risk and challenge in the play of all children and young people’s play
K20 how to balance risk and challenge against requirements for health and safety taking account of development, personal interest and ability
K21 awareness of assessment frameworks or guidelines designed to safeguard the welfare of children and young people
K22 how to communicate any concerns you may have about individual children and young people playing
K23 the importance of recognising and advocating all children’s rights to play
K24 the specific requirements of disabled children and young people and how these should be met when they are involved in play, including helping them to manage risk
K25 how to balance the rights of the child or young person to play in a self-directed way with the rights of others
K26 the types of support that children and young people might need to adapt a play space and how to provide this support without taking control
K27 how to identify when children and young people need support within the play space and the types of support they may need
K28 the main stages of the play cycle
K29 a range of play types that are commonly accepted by the Playwork field
K30 situations in which your own involvement in play could increase the children and young people’s involvement and stimulation and situations where it could have the opposite effect
K31 how to bring play to an end sensitively and in a way that is sensitive to the children and young people and their level of involvement
K32 the organisational procedures you need to follow after a play session, including tidying up and checking equipment and other resources
Unit 202 Work with children and young people to create play spaces and support freely chosen self-directed play (PW34)

What we mean by some of the words used in this unit

**Ability**
The quality of being able to do something; a quality that permits or facilitates achievement or accomplishment.

**Affective play space**
A space that pays attention to and supports the variety of feelings and moods that children and young people bring with them or have during play. The space has particular areas, materials and/or props that at different times stimulate or encourage the expression, experience or experimentation with a range of emotions; and seeks to develop via diverse means, an overall ambience of welcome, acceptance, freedom and playfulness.

**Barriers to access**
Things that prevent or discourage children and young people from taking part in play provision. These may include physical barriers for disabled children and young people, but also include wider issues such as discrimination, lack of positive images, lack of culturally acceptable activities and customs, language barriers and many other factors that affect different communities.

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

**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. In particular that children and young people have a right to play and free time, and to say what they think and be listened to about decisions that affect them.

**Concern**
The awareness of indicators (verbal or behavioural from the child/young person or information from third parties) that a child/young person’s physical or emotional well-being has been disrupted. Some indicators could result from for example bereavement, difficulties or transitions at home or school. Indicators may also suggest the possibility of child abuse or an abusive situation.

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

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

**Intervention styles**
A range of methods the Playworker can use in the play environment. These may range from complete non-involvement through to specific intervention and may include: waiting to be invited to play; enabling un-interrupted play; enabling children and young people to explore their own values; leaving children and young people to improve their own performance; leaving the content/intent of play to the children/young people; letting the children and young people decide why they play; enabling the children and young people to decide what is appropriate behaviour; only organising when children and young people want you to.

**Observation**
The purpose of observation in a play environment is to observe children and young people’s play behaviours and the response of adults to ensure the environment continues to provide effective play spaces. These observations may include play types, cues and returns and Playworkers’ interventions. These observations are not for the purpose of monitoring children’s development, planning activities or a curriculum; observations may or may not be recorded.

**Permanent play space**
Spaces that are fixed and cannot move, eg certain structures, kitchen etc., but these spaces may still also incorporate transient play spaces at different times.

**Physical play space**
Spaces that support children and young people in physically playing in any way they wish, for example, moving, running, jumping, climbing, swinging, dancing, wrestling, sliding, chasing, as well as all the fine motor skills.

**Play cues**
Facial expressions, language or body language that communicates the child or young person’s wish to play or invite others to play.

**Play cycle**
The full flow of play from the first play cue from the child, its return from the outside world, the child’s response to the return and the further development of play to the point where play is complete. The cycle includes the metalude, the cue, the return, the frame, adulteration, annihilation and display.

**Play environment**
Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.
Play process
There is much ongoing debate about what The Play Process is and individuals will continue to
discuss and come to their own conclusions. However, for the purposes of this glossary, in the
simplest terms, the Play Process is what the child goes through and what they experience and what
they feel whilst they are engaged in playing.

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

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

Segregated play provision
The setting aside of disabled children and young people, based on a professional’s view of
impairment and lack of ability to ‘fit in’. Non-disabled professionals have total control.

Separate play provision
Groups of disabled children and young people who choose to meet and develop their own agenda,
similar to other minority groups.

Support
A process by which the Playworker might encourage, help, inspire, motivate or advocate for
children and young people without directing, controlling or instructing children and young people.

Transient play space
Spaces that change or get modified, adapted or deconstructed using a wide range of movable
resources, props, materials and structures – breaking up the wider physical space into different
smaller spaces for different kinds of play at different times; examples may include creating dens
and hidey-holes; using fabrics and loose parts to create imaginative places like a hospital or a forest;
shifting furniture back or around to accommodate particular games; a transient play space could be
the couple of cubic feet behind a piece of furniture, a whole room or field; it could be created
spontaneously or planned beforehand.
Unit 203  Contribute to the health, safety, security and welfare of children and young people using the play environment (PW35)

Overview

Rationale
Children and young people have a right to play in environments that are free from unacceptable risk of death or serious injury. Accidents and emergencies will occur and you should know how to respond to these effectively. As a Playworker you should also help to safeguard the welfare of children and young people who use the play environment.

The unit is divided into three parts. The first part describes the two things you have to do. The second part describes the knowledge and understanding you must have. The third part explains some examples and explanations of some words we use in the unit.

203.1  Support the health, safety and security of children and young people
203.2  Respond to emergencies
203.3  Help to safeguard the welfare of children and young people

Target group
This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked units
This unit links closely with units 201, 202 and 204.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.
Unit 203  Contribute to the health, safety, security and welfare of children and young people using the play environment (PW35)

203.1 Support the health, safety and security of children and young people

What you must do
To meet the national standard, you must:

1. identify hazards in the play environment and consider what risks these may pose
2. enable children and young people to assess risks for themselves
3. assess and manage the risks according to the policies of your organisation whilst maintaining acceptable challenge and risk
4. get advice from colleagues when you are unsure about how to assess and deal with a hazard
5. support children and young people to take responsibility for their own health, safety and security
6. make sure your own actions do not endanger the health, safety and security of children and young people
7. follow your organisation’s procedures for ensuring the safety and security of the children and young people on arrival and departure
8. maintain records on health, safety and security as required by your organisation
9. regularly check the toilet and washing areas and keep them clean, hygienic and stocked.

What you must cover
This unit covers the following types of:

a. hazard
   1. physical
   2. emotional
   3. behavioural
   4. environmental.
Unit 203 Contribute to the health, safety, security and welfare of children and young people using the play environment (PW35)

203.2 Respond to emergencies

What you must do
To meet the national standard, you must:
1 identify and respond to the emergency promptly
2 remain calm and follow the correct procedures for the emergency according to your role and responsibilities
3 communicate clearly with those involved in the emergency
4 protect those involved in the emergency from harm
5 give reassurance and comfort to the people involved, if wanted
6 give other people providing assistance clear information about what has happened
7 follow the correct procedures for reporting and recording the emergency.

What you must cover
This element covers the following types of:

1 emergency
2 injuries
3 signs of illness
4 requiring evacuation of the play environment
5 involving the security of children and young people.
Unit 203  Contribute to the health, safety, security and welfare of children and young people using the play environment (PW35)

203.3 Help to safeguard the welfare of children and young people

What you must do
To meet the national standard, you must:

1. follow your organisation’s procedures for safeguarding the welfare of children and young people
2. identify, record and report any concerns you may have about children and young people’s welfare, being sensitive to the child and the situation
3. support the child/young person’s right to their voice being heard in decisions concerning their welfare
4. encourage children and young people to be aware of potential risks to their welfare and how to protect themselves
5. respect confidential information about children and young people.

What you must cover
You must show that you can meet the standard above
Unit 203  Contribute to the health, safety, security and welfare of children and young people using the play environment (PW35)

What you must know and understand

To be competent in this unit, you must know and understand the following:

K1 how the Playwork Principles specifically relate to this unit
K2 the legal requirements when relating to children and young people and why it is important to comply with them
K3 your organisational responsibilities for the health, safety and security within the remit of your job role
K4 your organisation’s policies and procedures for health, safety and security
K5 why it is important for children and young people to take responsibility for their own health, safety and security and that of others and how can you help them to achieve this
K6 the types of hazards that are likely to occur in play environments
K7 how to assess and minimise the risks associated with these hazards for children and young people on an ongoing basis
K8 situations in which you can deal with a hazard yourself and situations where the hazard must be reported to someone else and who that should be
K9 how children and young people’s development and their experiences affect their ability to manage risk for themselves
K10 the specific requirements of disabled children and young people and how these should be met when helping them to manage risk
K11 how you should judge how much supervision to give during play
K12 the types of play and other behaviour that may cause unacceptable levels of risk to health, safety and welfare
K13 the common types of injuries and illnesses that affect the children and young people you work with
K14 the correct procedures to follow for the types of injury and illness you are likely come across
K15 the common types of emergencies that may occur in the play environment and the procedures you should follow for each of these
K16 the nominated first- aider in your organisation and how to contact them
K17 the correct procedures for contacting emergency services in your organisation
K18 why it is important to remain calm and communicate clearly with people
K19 Government and local guidance, policies and procedures relevant to safeguarding children and young people’s welfare and your responsibilities in relation to these
K20 what is meant by safeguarding children and young people and the different ways in which they may be harmed (including by other children and young people and through the internet)
K21 your organisation’s safe practice code for protecting members of the staff team and volunteers
the different forms and extent of abuse, including bullying, and their impact on a child/young person

physical and behavioural signs that a child or young person may be experiencing abuse, including bullying

the fact that signs of abuse can be subtle and can be expressed in play, artwork and the way that children and young people approach relationships with other children, young people and adults

how and when to intervene when children’s personal hygiene is interfering with them playing with others

how and when to intervene when children’s hunger is affecting their ability to play

occasions when it’s necessary to provide intimate personal care or assistance and how to ensure that respect is shown for the child or young person and that their dignity is maintained

why it is important that a child or young person has the right to take part in decisions that may affect them

how to observe, record and report concerns about possible abuse, distinguishing between observation, facts, information gained from others and opinion

what is confidentiality, why it is important and when and how to maintain it

the role of other people and organisations in relation to safeguarding children and young people’s welfare

the necessity of information sharing in relation to children and young people’s welfare

awareness of assessment frameworks or guidelines designed to safeguard the welfare of children and young people

where to get advice, support and further information on issues to do with safeguarding children’s welfare

how assumptions, attitudes and discrimination can influence practice and prevent some children and young people from having equality of opportunity and equal protection from harm
Unit 203  Contribute to the health, safety, security and welfare of children and young people using the play environment (PW35)

What we mean by some of the words used in this unit

**Ability**
The quality of being able to do something; a quality that permits or facilitates achievement or accomplishment.

**Acceptable level of challenge and risk**
A level of challenge and risk that provides the potential for children and young people to learn and develop without causing risks that are not acceptable to your play setting’s policies and procedures for health and safety.

**Assessing risk**
Your organisation should already have carried out formal risk assessments for all aspects of your play environment; this will result in written health and safety policies and procedures. However, every worker is responsible for identifying hazards when they occur, assessing the risks they present and taking action to control these risks in line with their organisation’s policies and procedures.

**Bullying**
Aggression deliberately and or persistently directed against a particular target, or victim.

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

**Concern**
The awareness of indicators (verbal or behavioural from the child/young person or information from third parties) that a child/young person’s physical or emotional well-being has been disrupted. Some indicators could result from for example bereavement, difficulties or transitions at home or school. Indicators may also suggest the possibility of child abuse or an abusive situation.

**Development**
This includes play-related aspects of human growth from birth through adolescence. These include the progressive development of the child’s intellectual skills; personality development, involving the complex interaction between psychological and social factors and the stage-by-stage development of the body and physical skills; it also includes socialisation, the process by which children and young people adjust to society and its demands.
Emergency
A situation requiring an immediate response, ranging from calling 999 to a problem that requires prompt action by staff within the play environment.

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

Health and safety policies and procedures
These will be written policies and procedures developed by your organisation in line with relevant legislation, such as the Health and Safety at Work Act, the Children Act and Control of Substances Hazardous to Health regulations.

Play environment
Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.

Risk
The possibility of a hazard actually causing harm – and the seriousness of harm it may cause – to children, young people and others, this will often be influenced by the level of understanding and development of the children and young people involved.

Security hazards
For example strangers, familiar adults with access restrictions, opportunities for younger children to leave a supervised setting, suspect packages etc.

Serious injury
An injury that is life threatening or may result in permanent impairment.

Unacceptable risk
When a child or young person engages in play behaviour that is likely to result in death or serious injury. Other risks, whilst being perceived as dangerous and potentially harmful, can be considered acceptable because the benefits of the play experience outweigh the harm that may occur.
Unit 204  Help to improve your own practice and the work of your Playwork team (PW36)

Overview

Rationale
As a Playworker, you must always reflect on the way you support children and young people’s freely chosen, self-directed play and try to improve what you do. You must also be aware that the quality of the children and young people’s play experiences depends on how well you work with other members of your team and the contribution that you can make to continuously improving what the team does.

The unit is divided into three parts. The first part describes the two things you have to do. The second part describes the knowledge and understanding you must have. The third part gives some examples and explanations of some words we use in the unit.

204.1 Reflect on and improve your Playwork practice
204.2 Support and improve the work of your Playwork team

Target group
This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked units
This unit links to units 201, 202 and 203.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.
Unit 204 Help to improve your own practice and the work of your Playwork team (PW36)

204.1 Reflect on and improve your Playwork practice

What you must do
To meet the national standard, you must:

1. take note of children and young people’s responses to your Playwork practice
2. take note of responses to your Playwork practice from adults
3. ask for constructive feedback on your Playwork practice from colleagues
4. reflect on all aspects of your Playwork practice
5. work with an appropriate person to:
   • identify your strengths, and areas where you could improve your Playwork practice
   • plan ways in which you could improve your Playwork practice
   • identify goals and targets
6. take part in continuing professional development that is relevant to your goals and targets
7. review your personal development and identify new areas of skill and knowledge to achieve new goals and targets.

What you must cover
You must show that you can meet the standard above.
What you must do
To meet the national standard, you must:
1. support the purpose and objectives of your team
2. carry out your role and responsibilities within the team
3. communicate clearly with others, making sure they have the information they need
4. interact with others in a way that supports good team work
5. identify and suggest ways in which the team could improve its work, challenging existing practice where necessary
6. respond to differences of opinion and conflict constructively
7. seek advice and support from relevant people when you need it.

What you must cover
This element covers the following types of:

a. others
   1. line manager
   2. colleagues within the play environment
   3. other professionals.
Unit 204  Help to improve your own practice and the work of your Playwork team (PW36)

What you must know and understand

To be competent in this unit, you must know and understand the following:

K1 how the Playwork Principles specifically relate to this unit
K2 the legal requirements when relating to children and young people and why it is important to comply with them
K3 why reflective practice is important to Playwork
K4 why it is important to reflect on all aspects of your Playwork practice, including relationships with other people
K5 good practice in performance review and development
K6 how to observe children and young people's responses to your Playwork practice and use this to reflect
K7 how working with children and young people may affect you emotionally and sources of help in dealing with the impact of this
K8 why feedback from others is important in helping you to reflect on your Playwork practice
K9 what is constructive feedback, and how to gather and handle constructive feedback
K10 how to identify your own strengths and areas for development
K11 how to identify goals and targets and why this is important to your continuing development
K12 how to find out about and access training and development relevant to your role and responsibilities
K13 how your colleagues and line manager can help you to develop your skills and knowledge
K14 sources of help on training and development from inside and outside your organisation including organisations with inclusive and rights based approaches
K15 why it is important to continue to review and update your personal development on a regular basis and appropriate ways to do this
K16 why effective team work is important in an inclusive play environment
K17 other organisations and their staff with whom you may need to develop effective team relationships with
K18 why it is important to know about and understand your team, its purpose and objectives and how you should contribute to these
K19 why it is important to be clear about your own role and responsibilities and those of others in your team
K20 the contractual obligations, responsibilities and rights relevant to your role
K21 the importance of clear communication with other people, what types of information you should communicate to other people
K22 how to interact effectively with other people to build an effective team
K23 how to make suggestions about improving things that the team does
K24 why it may be important to challenge existing practice and how to do so constructively
K25 different ways to handle differences of opinion and conflict within the team
K26 who you should turn to if you have continuing problems working with colleagues, line managers or people outside your organisation
Unit 204 Help to improve your own practice and the work of your Playwork team (PW36)

What we mean by some of the words used in this unit

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

**Colleagues**
The people you work with – people working at the same level as yourself or your manager(s).

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

**Feedback**
Other people – children, young people or colleagues – telling you what they think.

**Good team work**
The type of relationship with your colleagues that helps the team to work well and provide a high level of service to children and young people. This includes getting along well with your colleagues, being fair to them, avoiding unnecessary disagreements and not letting your personal life influence the way you relate to colleagues.

**Line manager**
The person to whom you report and who is accountable for the work of the team.

**New goals and targets**
These could be developing new skills, levels of understanding or taking on new responsibilities.

**Playwork practice**
What you do in the play environment to implement the Playwork Principles, including what you say and don't say and what you do and don't do.

**Reflect**
Thinking about your work and identifying what you do well and what you could improve in.
Unit 205  Contribute to providing food and drink in the play environment (PW25)

Overview

Rationale
Playworkers sometimes have responsibilities for providing children and young people with food and drink in the play environment.
The unit is divided into three parts. The first part describes what you have to do. The second part describes the knowledge and understanding you must have. The third part gives some examples and explanations of some words we use in the unit.

205.1 Contribute to providing food and drink in the play environment

Target group
This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked units
This unit links to units 201, 202, 203 and 204.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.
Unit 205  Contribute to providing food and drink in the play environment (PW25)

205.1 Contribute to providing food and drink in the play environment

What you must do
To meet the national standard, you must:
1 find out about specific dietary needs of children and young people
2 find out about cultural requirements of children and young people
3 contribute to providing a variety of food and drink so that children and young people can choose what and when they eat and drink within organisational guidelines
4 involve children and young people in the processes of preparation, serving and clearing away, if that is what they want
5 ensure food storage and preparation meet organisational and legal requirements
6 be responsive to any child or young person who may need your support or assistance with food or drink.

What you must cover
You must show that you can meet the standard above
Unit 205  Contribute to providing food and drink in the play environment (PW25)

What you must know and understand

To be competent in this unit, you must know and understand the following:

K1  how the Playwork Principles specifically relate to this unit
K2  basic legal requirements relating to the storage, preparation and serving of food
K3  the relationship between nutrition and children and young people’s development
K4  the effect of food intake on children and young people’s ability to play
K5  how food may be used as a play resource and issues related to this
K6  the types of food and drink which are consistent with healthy eating
K7  food and drink that meet cultural and specific dietary requirements, including allergies
K8  how to negotiate with parents in regard to what children and young people should eat
K9  the importance of children and young people participating in the selection, preparation, serving and clearing away of food and drink
K10 your organisation’s policy in regard to food and drink
K11 health and safety requirements for food preparation areas
K12 risk assessments covering children and young people being in food preparation areas
Unit 205  Contribute to providing food and drink in the play environment (PW25)

What we mean by some of the words used in this unit

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

**Cultural dietary requirements**
The types of food and drinks that children and young people are allowed or not allowed to consume according to the requirements of their culture, for example Moslem or Jewish children not eating pork or Hindu children not eating beef.

**Specific dietary requirements**
Requirements that correspond to personal beliefs or particular medical condition, for example not eating meat, or not eating nuts or flour-based products.
Unit 206 Facilitate a specific play opportunity at children or young people’s request (PW26)

Overview

Rationale
This unit is about planning and implementing a specific play opportunity within a play environment. This specific play opportunity may or may not be planned with children and young people, but will always be optional for children and young people to take part in if they choose to, and should form part of a wider play environment with a range of other, non-adult involved opportunities or possibilities. The unit is appropriate for all environments whose main purpose is providing children and young people with opportunities for freely chosen, self-directed play. It is possible that this unit would be inappropriate for some play environments where adults do not become involved in planning and implementing a specific play opportunity.

The unit is divided into three parts. The first part describes the three things you have to do. The second part describes the knowledge and understanding you must have. The third part gives some examples and explanations of some words we use in the unit.

206.1 Plan a specific play opportunity
206.2 Prepare for a specific play opportunity
206.3 Implement a specific play opportunity

Target group
This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked units
This unit links closely with units 201, 202, 203 and 204.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.
Unit 206 Facilitate a specific play opportunity at children or young people’s request (PW26)

206.1 Plan a specific play opportunity

What you must do
To meet the national standard, you must:
1. identify ideas for a specific play opportunity appropriate to your play environment
2. only pursue this if it is in line with children and young people’s needs and preferences
3. involve the children and young people in planning the opportunity if they choose
4. create a plan for the opportunity
5. discuss the plan with the responsible colleague to gain approval.

What you must cover
This element covers the following types of:

- plan
  1. reasons for undertaking the opportunity
  2. health and safety considerations
  3. children and young people’s needs and preferences
  4. inclusion
  5. resources required
  6. permissions required
  7. methods and content
  8. contingencies
  9. monitoring and evaluation.
Unit 206 Facilitate a specific play opportunity at children or young people’s request (PW26)

206.2 Prepare for a specific play opportunity

What you must do
To meet the national standard, you must:
1 select and obtain appropriate resources for the opportunity
2 prepare the requirements of the opportunity in an inclusive way, according to the plan
3 check the condition and safety of the resources you intend to use
4 use environmentally friendly resources and methods wherever possible
5 ensure your own physical and emotional competence to facilitate the opportunity
6 gain appropriate permissions to facilitate the opportunity.

What you must cover
You must show that you can meet the standard above
Unit 206 Facilitate a specific play opportunity at children or young people’s request (PW26)

206.3 Implement a specific play opportunity

What you must do
To meet the national standard, you must:

1. only undertake the opportunity at the children's or young people's request or agreement
2. involve only those who wish to take part and for as long as they wish to take part
3. introduce the opportunity using inclusive methods
4. take on an appropriate role in the opportunity, adapting your role if appropriate
5. adapt and exercise flexibility with the plan in order to respond to children and young people's current needs and preferences
6. bring the opportunity to an effective close.

What you must cover
This element covers the following types of:

a role

1. observing
2. leading
3. taking part
4. facilitating.
Facilitate a specific play opportunity at children or young people’s request (PW26)

What you must know and understand

To be competent in this unit, you must know and understand the following:

K1 how the Playwork principles specifically relate to this unit
K2 how to ensure that the Playwork principles are upheld in the context of a specific play opportunity with adult involvement
K3 the legal requirements when relating to children and young people and why it is important to comply with them
K4 the reasons why a specific opportunity may be planned and when and why this may or may not be appropriate
K5 the importance of children and young people being involved in decision making, and having a say in relation to specific play opportunities in their play environment
K6 potential barriers children and young people may experience in accessing a specific play opportunity, and how to overcome these
K7 the importance of an inclusive approach in relation to planning and implementing a specific play opportunity
K8 how to implement anti-discriminatory practice in relation to planning and implementing a specific play opportunity
K9 qualifications, experience and adherence to codes of practices required for a range of specialist opportunities
K10 the process of facilitating a specific opportunity in the context of intervention spectrums or styles
K11 a range of different ways to approach and carry out the planning process
K12 the purpose of planning and what it should cover and who could be involved
K13 the range of methods and techniques that could be used to facilitate the opportunity
K14 how to check a plan for deliverability and inclusion
K15 the range of health and safety considerations that need to be addressed at the planning stage
K16 the importance of the plan being based on the children and young people’s needs and preferences
K17 the importance of only pursuing plans and ideas when the children and young people you are working with want to
K18 specific play opportunities that are, and are not appropriate for your play environment
K19 who you need to gain approval from in order to carry out a range of specific play opportunities and the importance of gaining these approvals
K20 the importance of developing group agreements for a specific play opportunity and how to do so and when these are and are not needed
K21 why it is important to ensure your physical and emotional competence appropriate to a specific play opportunity, and how to do so
K22 potential effects a specific play opportunity could have on the environment, including your choices of materials and resources
K23 how to minimise negative effects on the environment and the importance of this
K24 when different roles may be appropriate for you to take on, in the context of implementing a specific play opportunity
K25 how you implement inclusion and diversity through your words and actions whilst facilitating a specific play opportunity
K26 the levels of supervision required for a range of a specific play opportunity
Unit 206 Facilitate a specific play opportunity at children or young people’s request (PW26)

What we mean by some of the words used in this unit

**Aims**
The intentions and reasons behind carrying out the planned activity or specific play opportunity.

**Anti-discriminatory practice**
Taking positive action to counter discrimination; this will involve identifying and challenging discrimination and being positive in your practice about diversity without compromising the right of individuals to play.

**Barriers to access**
Things that prevent or discourage children and young people from taking part in play provision. These may include physical barriers for disabled children and young people, but also include wider issues such as discrimination, lack of positive images, lack of culturally acceptable activities and customs, language barriers and many other factors that affect different communities.

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

**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. In particular that children and young people have a right to play and free time, and to say what they think and be listened to about decisions that affect them.

**Consult/consultation**
An active two-way process of informing and involving individuals and groups to encourage the sharing of ideas, views and opinions especially in order to reach an agreed decision.

**Diversity**
Where there is difference and variety that reflects a broad mix of people from, for example, various demographic, socio-economic, ethnic and cultural backgrounds and types of ability.

**Health and safety requirements**
Those required by law, industry codes of practice, regulatory authorities, national governing bodies (if relevant), and those of your own organisation.
Inclusion
Ensuring that play provision is open and accessible to all and takes positive action in removing barriers so that all children and young people, including disabled and non-disabled, and those from other minority groups, can participate.

Plan
Evidence that the specific play opportunity has been systematically organised; this would usually take some kind of written or visual format.

Play environment
Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.

Responsible colleague
The colleague with overall responsibility for the play environment on a specific play opportunities basis ie – the person in charge of the group you are working with.

Specific play opportunity
A play opportunity is something that children and young people may choose to engage with; a specific play opportunity is one that would need planning beforehand. Examples might include inviting in specialists like community artists, booking an off-site event such as canoeing, hiring in equipment like a giant inflatable ball or a trip to the local woods or beach. It does not refer to planned programmes of activities that are adult led.
Unit 207 Support the development of Playwork opportunities in the community (PW27)

Overview

Rationale
This unit is about supporting the promotion of your area of work and its value to the community by, for example, attending networks and external meetings that could be useful to your job. The unit is divided into three parts. The first part describes the two things you have to do. The second part describes the knowledge and understanding you must have. The third part gives some examples and explanations of some words we use in the unit.

207.1 Communicate with people in the community about your work
207.2 Support positive links and partnerships with other organisations and individuals

Target group
This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked units
This unit links to units 201, 202, 203 and 204.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.
207 Support the development of Playwork opportunities in the community (PW27)

207.1 Communicate with people in the community about your work

What you must do
To meet the national standard, you must:

1. discuss with your colleagues opportunities to promote your area of work and organisation to people in the local community
2. explain the work of your organisation to people
3. give information to people about organisations who provide complementary opportunities to your own organisation
4. explain how the work of your organisation is of benefit to the community
5. gain feedback from people about their views of your organisation
6. present this information in an inclusive way, which meets the needs of the people you are communicating with
7. keep your responsible colleague informed on your activities with people.

What you must cover
This element covers the following types of:

a. people
   1. children and young people
   2. parents and carers
   3. organisations
   4. workers in other disciplines
   5. individuals in the community
   6. children and young people who experience barriers to access.
Unit 207 Support the development of Playwork opportunities in the community (PW27)

207.2 Support positive links and partnerships with other organisations and individuals

What you must do
To meet the national standard, you must:

1. find out about other organisations and individuals your organisation works with
2. contribute to communication with other organisations and individuals
3. communicate positively and co-operatively with other organisations and individuals
4. discuss current and possible future links and partnership working with other organisations and individuals
5. exchange information and communication with other organisations and individuals in ways that have been agreed
6. undertake partnership working with other organisations and individuals within the framework of your organisation's policies and procedures.

What you must cover
This element covers the following types of:

a. Communication
   1. meetings
   2. tele-communication
   3. e or web communication
   4. printed.
Unit 207 Support the development of Playwork opportunities in the community (PW27)

What you must know and understand

To be competent in this unit, you must know and understand the following:

K1 how the Playwork Principles specifically relate to this unit
K2 the importance of promoting the value of play and Playwork to the local community and how to do so
K3 the importance of promoting your play environment
K4 traditionally hard to reach groups and individuals and how to access them
K5 a range of different ways you can promote your work to the community
K6 a range of communication methods you can use in promoting your organisation, including inclusive methods
K7 the importance of Playwork and how this can benefit the community
K8 the importance of getting feedback from people in the community about the work of your organisation
K9 your organisation's policies and guidance relevant to promoting and forming partnerships
K10 what is meant by networking and why it is important
K11 the range and variety of people and organisations you could work with
K12 the benefits of partnership working
K13 how to make initial contact with people and organisations you wish to work with
K14 what it means to have positive working relationships with other organisations and individuals
K15 the problems or issues that could occur when supporting partnership work and how to respond to these
K16 to whom you should refer problems or issues relating to networking
K17 what is and is not part of your role in partnership working and promoting your organisation
K18 appropriate and inappropriate ways to communicate using emails and on the internet
K19 appropriate and inappropriate conduct in meetings
Unit 207 Support the development of Playwork opportunities in the community (PW27)

What we mean by some of the words used in this unit

**Barriers to access**
Things that prevent or discourage children and young people from taking part in play provision. These may include physical barriers for disabled children and young people, but also include wider issues such as discrimination, lack of positive images, lack of culturally acceptable activities and customs, language barriers and many other factors that affect different communities.

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

**Disabled children and young people**
Children and young people with impairments who experience barriers accessing play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex requirements which may be permanent or temporary.

**Organisation**
In this context an organisation is a separate group to your own play setting; organisations may include formally or non-formally constituted groups, young people-formed, led and run companies, community settings, schools etc.

**Organisation’s policies and procedures**
What your organisation says its staff should and should not do in certain situations.
Unit 208  Contribute to supporting disabled children and young people in the play environment (PW28)

Overview

Rationale
Disabled children and young people have a right to access a variety of play spaces that provide opportunities for risk, challenge, choice and personal direction. This unit is about the contribution you can make to that process.

The unit is divided into three parts. The first part describes the two things you have to do. The second part describes the knowledge and understanding you must have. The third part gives some examples and explanations of some words we use in the unit.

208.1 Plan and prepare for Playwork with disabled children and young people
208.2 Carry out Playwork with disabled children and young people

Target group
This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked units
This unit links to units 201, 202, 203 and 204.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.
Unit 208 Contribute to supporting disabled children and young people in the play environment (PW28)

208.1 Plan and prepare for Playwork with disabled children and young people

What you must do
To meet the national standard, you must:
1 find out disabled children and young people's requirements and desires for play from relevant people
2 challenge disabling attitudes and behaviour that may prevent disabled children and young people from playing
3 use language, terminology and practice that support disabled children and young people’s play
4 keep up-to-date with legislation and guidance that will develop your Playwork practice with disabled children and young people
5 work with all children and young people in the play environment to adapt play so as not to compromise anyone’s play experience
6 support any intimate or personal care requirements of disabled children and young people so that they can play

What you must cover
This element covers the following types of:
  a Relevant people
    1 disabled children and young people
    2 families
    3 other carers
    4 colleagues
    5 bridging workers
    6 personal care assistants
Unit 208  Contribute to supporting disabled children and young people in the play environment (PW28)

208.2 Carry out Playwork with disabled children and young people

What you must do
To meet the national standard, you must:
1. intervene in ways that support disabled children and young people to issue play cues
2. recognise, interpret and respond to these play cues
3. use and modify Playwork interventions sensitively
4. interpret play returns to support the extension of play
5. support disabled children and young people to engage with those play types that are possible for the individual
6. enable the disabled child/young person to explore and know what is available in the play environment and how it can be used
7. select, provide and adapt play resources during the play to extend possibilities and choice for disabled children and young people
8. initiate, adapt or spark play to support the play needs of disabled children and young people
9. reflect on your practice individually and collaboratively
10. encourage disabled children and young people to take control of their own personal care and risk management without compromise to personal safety, welfare and security.

What you must cover
You must show that you can meet the standard above
To be competent in this unit, you must know and understand the following:

K1 how the Playwork Principles specifically relate to this unit
K2 your own perception of “disability”
K3 different models of disability
K4 why the social model of disability underpins effective Playwork
K5 how to identify good Playwork practice when working with disabled children and young people
K6 practices that discriminate against disabled children and their families
K7 barriers to the participation of disabled children and young people in freely chosen, self-directed play
K8 relevant legislation and guidance relating to the inclusion of disabled children
K9 how play cues may be expressed by individual disabled children/young people
K10 the different play cues that may be expressed – or not expressed - by individual disabled children/young people
K11 the components of the play cycle expressed by individual disabled children and young people
K12 a range of interventions that can be used to respond sensitively to the play requirements and desires of individual disabled children and young people
K13 the types of social and environmental triggers which may cause some disabled children and young people alarm and/or emotional distress and/or changes in behaviour
K14 how to respond to disabled children/young people's play cues in a way that supports play and their potential entry into a play cycle
K15 how adult intervention may enhance or compromise the play experience of disabled children and young people
K16 the importance of giving adequate time to understanding and being understood by individual disabled children and young people
K17 the importance of disabled children and young people being able to make their own informed choices
K18 how discriminatory attitudes affect the play experience of disabled children and young people
K19 how to identify the diverse personal and play support requirements of disabled children and young people
K20 the importance of maintaining dignity and respect for disabled children and young people in all aspects of (Playwork and) intimate care
Unit 208  Contribute to supporting disabled children and young people in the play environment (PW28)

What we mean by some of the words used in this unit

Bridging worker
A person who can act as a link or a ‘bridge’ between a disabled child, their family, and the play environment. The primary aim of the bridging role is to enable disabled children and disabled young people to gain access to local play environments of their choice. In the process, bridging workers boost the confidence of the child/young person, family and the play environment. Other vital aspects of the role are: information sharing, networking, training, supporting and advising – working both with the child/family, as well as with the relevant professionals and agencies involved.

Disability*
The disadvantage or restriction of activity caused by the way society is organised today, which takes little or no account of people with impairments, and thus excludes them from taking part in mainstream social activities. Disability is therefore a particular form of social oppression and discrimination.

Disabled children and young people
Children and young people with impairments who experience barriers accessing play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex requirements which may be permanent or temporary.

Disabling attitudes/behaviour
Practice and attitudes that fail to acknowledge an individual’s ability to participate in play and exercise freedom of choice.

Discriminatory practice/attitudes
Practice and attitudes that fail to acknowledge an individual’s right to participate in play and exercise freedom of choice.

Impairment**
Lacking of part or all of a limb, or having a defective limb, organ or mechanism of the body. An individual physical, psychological or emotional make-up which differs from accepted ‘norms’.

Personal care assistant
A worker whose role it is to provide personal and intimate care to a disabled child or young person.
Play cues***
Facial expressions, language or body language that communicates the child or young person’s wish to play or invite others to play.

Play cycle***
The full flow of play from the first play cue from the child, its return from the outside world, the child’s response to the return and the further development of play to the point where play is complete. The cycle includes the metalude, the cue, the return, the frame, adulteration, annihilation and dysplay.

Play environment
Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.

Social Model of Disability
The social model identifies that society is a disabling factor when lack of physical, environmental and attitudinal access excludes disabled people from everyday life.
Unit 209  Support work with parents and carers in the play environment (PW29)

Overview

Rationale
This unit is about establishing and developing good working relationships with parents and carers and getting them involved in the work of the play environment. The unit is appropriate for all play environments whose main purpose is providing children and young people with opportunities for freely chosen, self-directed play.

The unit is divided into three parts. The first part describes the two things you have to do. The second part describes the knowledge and understanding you must have. The third part gives some examples and explanations of some words we use in the unit.

209.1  Contribute to working relationships with parents and carers
209.2  Support the involvement of parents and carers in the play environment

Target group
This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked units
This unit links to units 201, 202, 203 and 204.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.
Unit 209  Support work with parents and carers in the play environment (PW29)

209.1  Contribute to working relationships with parents and carers

What you must do

To meet the national standard, you must:

1. communicate with parents and carers in a way that helps them to feel welcome and valued
2. exchange information with parents and carers in ways that meet their needs
3. provide information to parents and carers when it is in the interests of the children and young people you work with
4. respond to disagreements or differences of opinion with parents and carers according to your procedures
5. keep information from and about parents and carers confidential
6. pass on information about or from parents and carers, when required by your organisation’s policy
7. show that you value parents/carers’ diversity and individuality
8. respond positively to complaints and suggestions according to your organisation’s procedures

What you must cover

This element covers the following types of:

a. information
   1. about play and Playwork
   2. on the children’s experiences
   3. on opportunities available in the play environment
   4. on agreed procedures and values
   5. on ways in which parents and carers can be involved in the play environment
Unit 209 Support work with parents and carers in the play environment (PW29)

209.2 Support the involvement of parents and carers in the play environment

What you must do
To meet the national standard, you must:
1 discuss with parents and carers the **possibilities** of being involved in the play environment
2 work with colleagues to help find **possibilities** to involve parents and carers
3 help parents and carers to understand the values and policies of the play environment
4 help parents and carers to actively take part in the range of **possibilities**, giving the information
5 help to review with parents and carers their involvement in the play environment.

What you must cover
This element covers the following types of:

a  **possibilities**
1 supporting play
2 helping with provision of food and drinks
3 helping with administration
4 helping with trips and outings.
Unit 209  Support work with parents and carers in the play environment (PW29)

What you must know and understand

To be competent in this unit, you must know and understand the following:

K1  how the Playwork Principles specifically relate to this unit
K2  why good working relationships with parents and carers are important
K3  some of the issues affecting parents and carers including social, cultural, and economic pressures
K4  how to help parents and carers feel welcome and valued in the play environment
K5  the information needs and expectations that parents and carers may have and how to meet these
K6  why it is important to show respect for other adults' individuality and how to do so
K7  the importance of clear communication with parents and carers
K8  the importance of being sensitive to communication difficulties with parents and carers and strategies you can use to overcome these
K9  the importance of showing that you listen to parents and carers and take their views and opinions seriously
K10 how to balance the wishes of parents and carers with the agreed procedures and policies of the organisation and the rights of the child
K11 how to assure parents and carers of children who experience barriers to access that the environment is inclusive and welcomes them
K12 the importance of confidentiality and how to balance the need to respect confidential information about parents and carers with the welfare of the child
K13 typical situations that may cause conflict with other adults and how to deal with these effectively
K14 your organisation’s complaints procedure
K15 how to encourage parents and carers to become involved in the work of the play environment
K16 the types of opportunities that you can create for parents and carers to become involved and the contributions they can make
K17 legal requirements for parents and carers to become involved in activities in the play environment
K18 your organisation’s policies and procedures for involving parents in activities
K19 the importance of parents and carers understanding and supporting the values and policies of the play environment, including those for inclusion
K20 the types of guidance, information and support parents and carers may need to be involved in the play environment
Unit 209 Support work with parents and carers in the play environment (PW29)

What we mean by some of the words used in this unit

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

**Communicate/communication**
Conveying knowledge, information, feelings, ideas, needs or wants to others.

**Diversity**
Where there is difference and variety that reflects a broad mix of people from, for example, various demographic, socio-economic, ethnic and cultural backgrounds and types of ability.

**Effectively**
Producing a successful outcome for the persons involved.

**Individuality**
The combination of qualities and characteristics that distinguish one person from others.

**Play environment**
Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.
Unit 210 Carry out Playwork in a school setting (PW30)

Overview

Rationale
This unit is about carrying out Playwork and making provision for free play in a school-based environment. This may be at lunchtimes, in the school playground, after school or during curriculum time outside of lessons. The Playworker undertaking this unit may be part of a multi-disciplinary team, a play team, they may be a lone worker, or may only operate as a Playworker at particular times, fulfilling the function as part of a bigger job role. The unit is appropriate for all sessions where the main purpose is providing children and young people with opportunities for freely chosen, self-directed play.

The unit is divided into three parts. The first part describes the two things you have to do. The second part describes the knowledge and understanding you must have. The third part gives some examples and explanations of some words we use in the unit.

210.1 Establish a play space within the school setting
210.2 Facilitate play in a school setting

Target group
This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked units
This unit links to units 201, 202, 203 and 204.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.
Unit 210 Carry out Playwork in a school setting (PW30)
210.1 Establish a play space within the school setting

What you must do
To meet the national standard, you must:
1. identify the physical space that will be used for the Playwork session
2. help children, young people and adults understand where the play space exists
3. explain to children, young people and adults the difference, in terms of expectations, between the play space and other physical and emotional spaces within the school
4. advocate for children and young people’s play in the wider school context
5. help protect the play space that has been created from interventions and interruptions from others.

What you must cover
You must show that you can meet the standard above
What you must do
To meet the national standard, you must:
1. form agreements with the children and young people about how the space will be used, in line with the Playwork principles and the schools’ policies
2. use areas, materials, resources and equipment that have been agreed with appropriate colleagues in the school
3. communicate with school staff about children and young people’s play experiences
4. encourage children and young people to take ownership and responsibility of the space.

What you must cover
You must show that you can meet the standard above
Unit 210  
**Carry out Playwork in a school setting (PW30)**

What you must know and understand

To be competent in this unit, you must know and understand the following:

K1  
how the Playwork principles specifically relate to this unit

K2  
the importance of play in school settings

K3  
how play can enhance school experiences for children and young people

K4  
how to recognise the differences between Playwork and play-based activity that may happen in a school setting

K5  
potential conflicts between a school agenda and the play process

K6  
the difference between the role of the adult in interacting with children and young people in a Playwork context to other school based adults’ roles

K7  
the importance of children understanding that different expectations may be placed upon them regarding use of the same space

K8  
the importance of protecting the play space

K9  
the meaning of advocacy and how to do this in a school based setting.
Unit 210  Carry out Playwork in a school setting (PW30)

What we mean by some of the words used in this unit

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

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

**Resources**
Equipment and materials that will stimulate play: natural materials (such as earth, water, sand, clay or wood); construction materials (such as blocks); computer and IT equipment; communication resources (resources to support speaking, listening, reading and writing); ‘loose parts’ (items that can be moved from place to place, carried, rolled, lifted, piled on top of the other or combined to create new structures or experiences); real tools (such as carpentry or cooking equipment); bikes, trolleys, swings, climbing structures and ropes; paints, drawing equipment, modelling and fabrics; music, colours, scientific and mathematical equipment (such as clocks and calendars); dressing up materials, mirrors, cameras, videos to enable children to explore their own identity; items or experiences (such as poetry and literature) that allow for reflection about abstract concepts.
Unit 211  Contribute to the administration of the play environment (PW31)

Overview

Rationale
This unit is about carrying out basic administrative tasks in Playwork and covers finance, information and record keeping.
The unit is divided into three parts. The first part describes the three things you have to do. The second part describes the knowledge and understanding you must have. The third part gives some examples and explanations of some words we use in the unit.

211.1 Process financial transactions
211.2 Provide and collect information relevant to the play environment
211.3 Maintain records

Target group
This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play

Linked units
This unit links closely with units 201, 202, 203 and 204.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.
Unit 211  Contribute to the administration of the play environment (PW31)
211.1  Process financial transactions

What you must do
To meet the national standard, you must:
1  record the details of transactions accurately, legibly and promptly
2  make sure all calculations are correct
3  issue and obtain receipts
4  keep all money, cheques, records and receipts securely
5  refer any issues regarding finance promptly to the appropriate person
6  follow your organisation’s financial procedures.

What you must cover
You must show that you can meet the standard above
Unit 211 Contribute to the administration of the play environment (PW31)

211.2 Provide and collect information relevant to the play environment

What you must do
To meet the national standard, you must:
1 respond to enquiries about arrangements for children and young people attending the play environment
2 collect the necessary information about the children, young people and their families
3 record this information clearly and fully
4 pass the information on to the responsible colleague following organisational procedures
5 treat enquirers politely and courteously and in a way that is appropriate to their needs

What you must cover
This element covers the following types of:

a arrangements
1 age ranges
2 opening times
3 costs
4 availability
5 play spaces
6 inclusion
7 food and drinks
8 transport
Unit 211 Contribute to the administration of the play environment (PW31)

211.3 Maintain records

What you must do
To meet the national standard, you must:
1. store the records securely but in a way which allows them to be quickly found and retrieved
2. restrict access to the records according to the agreements on confidentiality and organisational and legal requirements
3. promptly provide information to authorised people on request.

What you must cover
This element covers the following types of:

a. records
   1. about children and their families
   2. children’s health
   3. attendance registers
   4. accident/incident records
   5. participation in trips and outings
   6. registration forms
   7. emergency contact details
   8. administration relating to play session.
Unit 211  Contribute to the administration of the play environment (PW31)
What you must know and understand

To be competent in this unit, you must know and understand the following:

K1 how the Playwork Principles specifically relate to this unit
K2 why it is important to process transactions according to procedures and what may happen if this is not done
K3 how to record financial transactions according to procedures and legal requirements
K4 why it is important to issue and retain receipts
K5 why it is important to store money, cheques, records and receipts securely
K6 who is the appropriate colleague to refer issues associated with finance
K7 issues that are likely to occur with finance and financial transactions
K8 the organisational procedures which must be followed for finance
K9 the types of needs that enquirers may have and how to meet these
K10 why it is important to deal with enquiries promptly and courteously
K11 the types of enquiry which are likely to be made and how to deal with these
K12 enquiries which may need to be passed on and to whom
K13 the information which needs to be collected about children and their families and why
K14 why it is important to record information clearly and fully
K15 your responsibilities in relation to legislation covering data protection
K16 why it is important to keep records complete, legible and up-to-date
K17 why it is important to store records securely but in a way which enables them to be found quickly
K18 the importance of confidentiality and the sharing of information and how this is maintained in your play environment
Unit 211  Contribute to the administration of the play environment (PW31)

What we mean by some of the words used in this unit

Financial transactions
The exchange of money for goods/services which could include, for example: purchasing equipment or services, paying salaries, collection of fees/subscriptions, insurance premiums, rent etc.
Unit 212  Support children and young people’s travel outside the play environment (PW32)

Overview

Rationale
Maintaining the health and safety of children when they are travelling outside the play environment is an important duty for many Playworkers.

The unit is divided into three parts. The first part describes the two things you have to do. The second part describes the knowledge and understanding you must have. The third part gives some examples and explanations of some words we use in the unit.

212.1 Support the arrival and departure of children and young people
212.2 Support children and young people during travel

Target group
This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked units
This unit links to units 201, 202, 203 and 204.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.
Unit 212  Support children and young people’s travel outside the play environment (PW32)

212.1 Support the arrival and departure of children and young people

What you must do
To meet the national standard, you must:
1. gather information about the children and young people to be dropped off/picked up and communicate arrangements to other staff when relevant
2. remind children and young people about health and safety issues relating to arriving at and leaving the play environment
3. follow organisational procedures for staff/child ratios
4. follow agreed procedures to meet children and young people when picking up
5. follow organisational procedures to check that all children and young people have been accounted for
6. deal with any issues that may arise in a calm manner
7. behave in a way that maintains a professional relationship with the organisation where you pick up and deliver.

What you must cover
You must show that you can meet the standard above
Unit 212 Support children and young people's travel outside the play environment (PW32)

212.2 Support children and young people during travel

What you must do
To meet the national standard, you must:

1. when necessary, remind children and young people of agreed ways to keep safe during travel
2. be sensitive to the needs of children and young people and offer help when required
3. follow your organisation’s procedures for the mode of transport being used
4. be aware of and respond to children and young people’s feelings and behaviour as they move from one environment to another
5. encourage children and young people to look after their belongings and offer them assistance when required.

What you must cover
This element covers the following types of:

a. modes of transport
   1. on foot
   2. by public transport
   3. by private transport.
Unit 212  Support children and young people’s travel outside the play environment (PW32)

What you must know and understand

To be competent in this unit, you must know and understand the following:

K1 how the Playwork Principles specifically relate to this unit
K2 the major factors to bear in mind when organising travel for children and young people, including those to do with the safety and security
K3 travel arrangements which are appropriate to the individual needs of the children and young people involved, and the range of journeys which are being undertaken
K4 the importance of providing children and young people and other staff/helpers with up to date and accurate information about travel arrangements in good time
K5 what can go wrong if children, young people and other staff/helpers do not receive information about travel arrangements
K6 the preparations which both children and young people and members of staff would have to make for the range of journeys
K7 what kinds of issues might occur when supporting children and young people’s travel and what the contingency arrangements are
K8 the organisational and legal requirements, which govern organising, travel for children and young people and the difference between the two
K9 why it is necessary to collect the correct information on the children and young people to be escorted
K10 the organisation’s procedure for safe escorting
K11 why it is important to be at the designated meeting place on time
K12 the importance of welcoming each child or young person, and how to greet individual children and young people appropriately
K13 the importance of using a designated route
K14 how to ensure children and young people can enter the play environment safely
K15 how to agree ways with children and young people to keep safe during travel
K16 the feelings that children and young people may experience when moving from one environment to another and how to respond to these as a Playworker
K17 the behaviour that children and young people may exhibit when moving from one environment to another and how to respond to this as a Playworker
K18 how to maintain the safety and security of belongings and travel documents
K19 the records relevant to journeys that need to be kept and the importance of doing this correctly
Unit 212 Support children and young people’s travel outside the play environment (PW32)

What we mean by some of the words used in this unit

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

**Play environment**
Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.

**Staff/child ratio**
The ratio of staff to children and young people as laid down by the play organisation’s policies and procedures and legal requirements.
## Appendix 1  
Accreditation, national frameworks and qualification level descriptors

Please visit the following websites to find information on accreditation, national frameworks and qualification level descriptors in each country.

<table>
<thead>
<tr>
<th>Nation</th>
<th>Who to contact</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>The Qualifications and Curriculum Authority</td>
<td><a href="http://www.qca.org.uk">www.qca.org.uk</a></td>
</tr>
<tr>
<td>Scotland</td>
<td>The Scottish Qualifications Authority</td>
<td><a href="http://www.sqa.org.uk">www.sqa.org.uk</a></td>
</tr>
<tr>
<td>Wales</td>
<td>The Department for Education, Lifelong Learning and Skills Wales</td>
<td><a href="http://new.wales.gov.uk">http://new.wales.gov.uk</a></td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>The Council for Curriculum, Examinations and Assessment</td>
<td><a href="http://www.ccea.org.uk">www.ccea.org.uk</a></td>
</tr>
</tbody>
</table>
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 physical and human resources
- 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 this qualification, 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 the particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in Providing City & Guilds Qualifications - A Guide to Centre and Qualification 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.

Approval for global online assessment (GOLA)
In addition to obtaining centre and qualification approval, centres are also required to set up a GOLA profile in order to offer online examinations to candidates. Setting up a GOLA profile is a simple process that need only be completed once by the centre.

Details of how to set up the profile and GOLA technical requirements are available on the City & Guilds website (www.cityandguilds.com/e-assessment). The GOLA section of the website also has details of the GOLA helpline for technical queries and downloads for centres and candidates about GOLA examinations.

Centres should also refer to Providing City & Guilds Qualifications - A Guide to Centre and Qualification Approval for further information on GOLA.
Appendix 3  Summary of City & Guilds assessment policies

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.

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 Online Catalogue, and is also available from the City & Guilds Customer Relations department.

Access to assessment
Qualifications on the National Qualifications Framework are 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.

City & Guilds’ Access to Assessment and Qualifications Guidance and Regulations document is available on the City & Guilds website. It provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

Access arrangements are pre-assessment adjustments primarily based on history of need and provision, for instance the provision of a reader for a visually impaired candidate.

Special consideration refers to post-examination adjustments to reflect temporary illness, injury or indisposition at the time of the assessment.

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 information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.
Appendix 4  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 where to find out more about the funding arrangements.

<table>
<thead>
<tr>
<th>Nation</th>
<th>Who to contact</th>
<th>For higher level qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>The Learning and Skills Council (LSC) is responsible for funding and planning</td>
<td>Contact the Higher Education Funding Council for England at <a href="http://www.hefce.ac.uk">www.hefce.ac.uk</a>.</td>
</tr>
<tr>
<td></td>
<td>education and training for over 16-year-olds. Each year the LSC publishes</td>
<td></td>
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<tr>
<td></td>
<td>guidance on funding methodology and rates. There is separate guidance for</td>
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<td></td>
<td>further education and work-based learning. Further information on funding is</td>
<td></td>
</tr>
<tr>
<td></td>
<td>available on the Learning and Skills Council website at <a href="http://www.lsc.gov.uk">www.lsc.gov.uk</a> and, for funding for a specific qualification, on the Learning Aims Database <a href="http://providers.lsc.gov.uk/lad">http://providers.lsc.gov.uk/lad</a>.</td>
<td></td>
</tr>
<tr>
<td>Scotland</td>
<td>Colleges should contact the Scottish Further Education Funding Council, at</td>
<td>Contact the Scottish Higher Education Funding Council at <a href="http://www.shefc.ac.uk">www.shefc.ac.uk</a>.</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.sfc.co.uk">www.sfc.co.uk</a>. Training providers should contact</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scottish Enterprise at <a href="http://www.scottish-enterprise.com">www.scottish-enterprise.com</a> or one of the Local Enterprise Companies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0845 010 3300 – bilingual greeting, or 0845 010 4400 – Welsh language</td>
<td>0845 010 3300 – bilingual greeting, or 0845 010 4400 – Welsh language greeting</td>
</tr>
<tr>
<td></td>
<td>greeting</td>
<td></td>
</tr>
<tr>
<td>Northern</td>
<td>Please contact the Department for Employment and Learning at <a href="http://www.delni.gov.uk">www.delni.gov.uk</a>.</td>
<td>Please contact the Department for Employment and Learning at <a href="http://www.delni.gov.uk">www.delni.gov.uk</a>.</td>
</tr>
</tbody>
</table>
Appendix 5  Occupational and subject competence for the delivery of Playwork education, training and qualifications

This document sets out sector requirements for subject competence of Playwork tutors and trainers and occupational competence of Playwork National Vocational Qualification (NVQ) assessors and internal verifiers (IVs).

Recently there has been significant debate and discussion about who can deliver Playwork education, training and qualifications. Ideally all such programmes would be delivered by personnel who have been practising Playworkers in a variety of settings for a considerable period of time and who are well read and up to date on current thinking and theory and hold relevant training qualifications, for example the NVQ in Learning and Development.

It is recognised however that this would not be a practical approach to take and therefore this document aims to clearly set out the SkillsActive Playwork unit’s requirements.

This document is set out in five sections:

1. requirements for tutors, trainers and teachers
2. requirement for Playwork NVQ/Scottish Vocational Qualification (SVQ) assessors, internal verifiers and external verifiers
3. requirements for internal and external moderators
4. requirements for assessing the imported Playwork units in the Children's Care, Learning and Development (CCLD) award
5. Overarching principles for training organisations.

Requirements for tutors, trainers and teachers
Sector requirements for subject competence and expertise for all teaching staff involved in the delivery of Playwork qualifications.

This requirement is based on the Qualifications and Curriculum Authority (QCA) document “The statutory regulation of external qualifications” [2004] which states:

“The Awarding Body must have procedures in place for centre registration or centre approval to ensure that each centre:

11d) undertakes to use staff and/or associates who have the necessary competence in the subject matter of the qualifications, assessment procedures and language(s) used for assessment; and has the systems that ensure consistency of standards and support equality of opportunity” – page 11, section 11.

Additionally, the Playwork Unit of SkillsActive, the Sector Skills Council for Active Leisure and Learning defines necessary competence as:

110 Level 2 NVQ in Playwork (4840-02)
Required criteria:

a. Have experience of supporting/facilitating children in self-directed play in any environment
b. Knowledge and understanding of, and commitment to the Playwork Principles and Values
c. Been actively involved in a process of Playwork continuous professional development (CPD) over the last 5 years, which must be evidenced by a reflective account (this could include attendance at sector training days, seminars and conferences, training, reading and face to face work). The reflective account must detail the learning that has taken place eg theory and how it will/has impacted on your practice
d. Hold or be working towards (with a dated action plan) the appropriate training qualification as required in each of the four Nations

Desirable criteria:

e. Have attended a relevant, nationally recognised Playwork training course or hold a Playwork qualification from the appropriate frameworks in England, Wales Northern Ireland and Scotland. Or an action plan to achieve such.

Requirement for Playwork NVQ/Scottish Vocational Qualification (SVQ) assessors, internal verifiers and external verifiers

The SkillsActive assessment strategy and related annex states the following requirements for assessors, internal verifiers and external verifiers.

Required criteria:

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

Desirable criteria:

- A relevant and nationally recognised Playwork training course or qualification from the National Qualification Framework (NQF) in England/Wales and Northern Ireland or the Scottish Credit Qualification Framework (SCQF) in Scotland. Or an action plan to achieve such.

Requirements for internal and external moderators

Subject competence requirements for internal and external moderators/examiners/verifiers for non S/NVQ qualifications.

Awarding bodies state the minimum requirements for internal and external moderators/examiners/verifiers.

However, the Playwork Unit recommend that it is essential that any organisation involved in the delivery and moderation of Playwork qualifications ensures that all their staff are fully conversant with play and Playwork issues. If moderators or examiners or verifiers have not been practitioners, or in some way actively engaged with the Playwork sector, they will find it exceedingly difficult to undertake their role.

It is the sector’s expectation that all staff involved in the delivery of education, training and qualifications can demonstrate they meet the sector occupational or subject competency criteria.
Some educational institutions and training providers may like to think of this as an opportunity to review their practice and develop further

- CPD opportunities for staff
- opportunities for staff to work across sectors
- initiatives to work with other local educational institutions/training providers, sharing staff
- an opportunity to sign up to the SkillsActive Playwork Unit’s Code of Practice for the delivery of Playwork training and qualifications.

This hopefully will go some way to ensuring that the training needs of all learners, in all sectors within the Children’s Workforce will be met.

**Requirements for assessing the imported Playwork units in the Children's Care, Learning and Development (CCLD) award**

Assessment and verification of Playwork imported units into CCLD or other NVQs

All those assessing these units must be Playwork occupationally competent

To be deemed as Playwork occupationally competent, assessors must as a minimum, hold all of the required criteria detailed in Section 2.

If the assessment centre is also a Playwork NVQ assessment centre, or has links to a Playwork NVQ/SVQ assessment centre, it is expected that the Playwork IV will also internally verify the Playwork units imported into the CCLD NVQ. However, it is recognised that not all centres may have access to a Playwork occupationally competent IV, in which case the IV needs to understand the requirements of Playwork occupational competence and ensure assessors meet it.

It is strongly recommended that external verifiers (EVs) hold all of the required criteria above. However if this is not the case then EVs must ensure that IVs fully understand the requirements of Playwork occupational competence and are applying the criteria to assessors.

**Overarching principles for training organisations**

SkillsActive, the Sector Skills Council (SSC) for Active Leisure and Learning, expect that all organisations delivering Playwork training and qualifications sign up to the Playwork Unit’s Code of Practice. The code of practice establishes guidance, principles and minimum standards for the delivery of training that all participants in the Playwork sector should expect. Five of the criteria are already used by the relevant inspection agencies.

These are

- the needs of the learner (including induction into the learning environment)
- the competence of trainers
- equal opportunities- policy and procedures
- health and safety - policy and procedures
- quality assurance - policy and procedures.

The other three criteria are specific to the Playwork sector:

- introduction of learners to the Playwork sector
- induction into the workplace
- career progression routes into training and accredited qualifications.

To ensure the highest standards and quality of training experiences for all learners in the Playwork sector, it is essential that all individuals delivering training are occupationally or subject competent
and at a minimum hold all the relevant required criteria listed in Sections 1 or 2. Individuals who are
not up-to-date with Playwork theory or practice are not competent to train or assess.

So whilst a trainer may have gained a Playwork qualification, which is a desirable criterion, if they do
not fulfil all of the other required criteria, then the SkillsActive Playwork Unit strongly recommends
that they do not deliver Playwork training.

Attainment of an Award is about gaining knowledge and demonstrating practice; competence is
about putting that knowledge into practice consistently over a period of time.
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