

SkillsActive

QCF Evidence Requirements and Assessment Guidance

Level 3 Diploma in Playwork (NVQ)

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Introduction

In July 2010, new national occupational standards for Playwork level 3 were approved.

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

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

Although the Award is a free-standing qualification, the units that make up the Award also sit inside the Certificate and, although the Certificate is free-standing, the units that make up the Certificate also sit inside the Diploma (NVQ). The Award and Certificate units mainly cover knowledge and understanding derived from the level 3 national occupational standards. They also require a limited amount of application in a Playwork setting. This could be done in a limited period of time, for example whilst on a holiday play scheme or on work experience from a college course. The Award and Certificate, therefore, are intended to prepare the learner for employment at level 3, and this is their purpose. **They do not confirm occupational competence**, only that the learner is ready to enter employment as a level 3 playworker.

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

Although it is preferable, it is not essential for the units making up the Award and Certificate to be assessed by an AI or equivalent qualified assessor, as these units can be taken outside of the Diploma (NVQ).

SkillsActive wishes to ensure that the assessment guidance and evidence requirements for the new qualification are uniform. Therefore it has adapted the Common Evidence Requirements and Assessment Guidance which were previously developed for the Playwork N/SVQ at level 3, to meet QCF requirements for the delivery of the new NVQ.

This document must be used with close reference to the SkillsActive assessment strategy for these qualifications.

Qualification structure

This Diploma (NVQ) consists of 46 credits from the 13 mandatory units (those from the award and certificate, plus the mandatory units from the diploma), plus a minimum of 19 optional credits from the diploma optional units.

Mandatory units

Award

Understand Playwork Principles
Understand children and young people's self-directed play
Understand how to safeguard the well-being of children and young people

Certificate

Understand the organisational framework for play
Understand how to support positive outcomes for children and young people
Understand relationships in the play environment
Understand health, safety and security in the play environment
Understand how to plan for and support children and young people's self-directed play
Engage in personal development in health, social care or children's and young people's settings

Diploma mandatory units

Contribute to an organisational framework that reflects the needs and protects the rights of children and young people
Develop and maintain a healthy, safe and secure play environment for children and young people
Develop and promote positive relationships in the play environment
Plan for and support children and young people's self-directed play

Diploma optional units

Work with colleagues in a playwork team
Engage with parents, carers and families in a play environment
Administer playwork provision
Inclusive play, working with disabled children and young people
Promote own organisation in the community
Contribute to evaluating, developing and promoting services
Organise and supervise travel
Manage a budget
Recruit, select and keep colleagues
Provide learning opportunities for colleagues
Allocate and monitor the progress and quality of work in own area of responsibility

Annex to the assessment strategy for active leisure, learning and well-being

Level 3 Diploma in Playwork (NVQ)

Background

In July 2002, PSAG approved the assessment strategy submitted by SkillsActive, the recognised standards setting body for the active leisure, learning and well-being sector. This was updated in 2007. The strategy sets out the recommendations for the assessment and quality control systems required for national vocational qualifications coming under the active leisure, learning and well-being umbrella. The strategy makes clear that certain sections may require a qualification specific annex to detail any specialist requirements which could not be contained in the generic document.

Occupational competence for assessors, internal and external verifiers for the Level 3 Playwork

The following sections set out the criteria for their appointment;

Assessors

Meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.

Internal verifiers

Meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.

External verifiers

Match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the units being assessed.

What follows are the specific criteria for the Level 3 in Playwork and they apply equally to prospective external and internal verifiers and assessors, who must¹:

Required criteria:

1. Have worked with children and young people as a Playworker in settings underpinned by the Playwork Principles.
2. Demonstrate Playwork experience, knowledge and skills required to make accurate judgements about others' competence.
3. Have knowledge and understanding of, and commitment to, the Playwork Principles.
4. 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:

1. A relevant and nationally recognised Playwork training course or qualification from the QCF in England/Wales and Northern Ireland. Or an action plan to achieve such.

Appointment process for External verifiers

Assessment strategy section 4.1 states that “every Awarding Body to seek advice, as and when required, from the SSC on the technical qualifications, experience and competence of prospective External Verifiers in the selection and deployment of EVs”; in addition, to assist this process for Playwork External Verifiers the sector recommends that:

1. Each prospective EV is asked to submit a personal statement concerning their work in play and the sector's Principles.
2. Awarding bodies have an occupationally competent member on their interview panels.

¹All the other requirements specified in the assessment strategy should be consistently applied, those listed here are supplementary.

General assessment principles

Holistic assessment

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

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

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

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

How much evidence is necessary?

For the units contained in the Award and Certificate, evidence is required for knowledge, understanding and skills with only limited requirements to show their application in practice. Knowledge and understanding for these units need only be assessed on one occasion. Appropriate assessment methods may include: oral and written questioning, projects and assignments and professional discussion. Assessors must keep accurate records of these assessments, when and how they were done and their outcomes. The limited application of this knowledge and understanding need only be assessed on one occasion. Appropriate assessment methods may include: direct observation, looking at products of the learner's work, taking witness testimony from managers or more experienced playworkers.

The units that are unique to the Diploma, however, are not intended to be a snapshot of the learner's work, but should provide a confirmation that the learner meets the national occupational standards on a consistent basis in the workplace over time.

The units that are unique to the Diploma, therefore, require primary evidence to be gathered by means of fully recorded observations carried out by an AI (or equivalent) qualified assessor who is also occupationally expert as defined by this document (page 6) and the Assessment Strategy.

It is recommended that a total of 18 hours of observation should take place, with each observation session being followed by a professional discussion. Evidence for each learning outcome and assessment criterion must be 'cross referenced', 'mapped' or 'logged' **on one occasion only**.

Observational evidence should be supplemented by additional performance evidence, such as witness testimony, reflective accounts and extra professional discussion, reflective account, 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 learner is practising competently not only during observations but also at other times as well.

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

Simulation

There are some learning outcomes for which simulation is allowable. These are shown in Table 1 that follows. Simulations must meet the requirements laid out in the SkillsActive Assessment Strategy.

Collecting Evidence

When collecting evidence, assessors need to ensure that:

- Evidence comes from work situations where the learner is carrying out their everyday practice.
- These situations should be as natural as possible and not staged for the purposes of assessment
- Observation and other workplace evidence focuses on the learner's natural working practices and is, therefore, likely to cover a number of learning outcomes and assessment criteria across a number of units at the same time.

It is expected that each assessment criterion will be evidenced through observation by an AI (or equivalent) qualified assessor at least once. However, there may be some assessment criteria that are not possible to see through direct observation. These are identified in the next section relating to the evidence requirements for each specific unit. 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 learner has demonstrated that they are competent for specific learning outcomes and criteria evidence can be cross referenced to the units according to the awarding bodies/assessment centre's processes.

Observations

The main evidence for the Playwork Level 3 Diploma must be collected and evaluated by an AI (or equivalent) qualified and occupationally expert assessor who observes and records the learner's regular work practice, examines products of their work and discusses what they have done.

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 learner 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 learner at work. All that the learner does should be recorded.
- An observation or examination of work products should be followed by a process in which the assessor and learner have a dialogue about what has happened so the assessor is able to 'gain a window' on what the learner has been thinking whilst their work has been taking place.

- All observational evidence and products of work that relates to a learner'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 learner 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.

Knowledge and understanding

All knowledge and understanding should be rooted in practice; i.e. a learner 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 learner possesses all of the knowledge and understanding required by the units. In most cases this will be done through professional discussion, reflective account, questioning, reflective accounts or post-observation feedback. Other techniques, such as written questions, projects and assignments might also be appropriate so long as they are still rooted in the learner's practice.

Validity and Consistency of Observations

Assessors must ensure validity and consistency of a learner's competence. Assessors will achieve this through the feedback/discussion session which follows observation/examination of work products 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
- As part of the feedback/discussion session, the assessor and learners must discuss what has been assessed
- The discussion will be reflective in nature, typically the learners will discuss what they've been doing during the assessment and why
- The assessor will record, on the centre's feedback documentation, that the discussion has taken place, and how it ensures validity and consistency

In assessing the learner, the assessor will be present on more than one occasion. Performance evidence for the whole Diploma (NVQ) will be generated over a series of assessment visits where observations of the learner's practice will be recorded.

Observational evidence and work products 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 learner demonstrates consistency of practice over time. This is more than the learner 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 learning outcomes and assessment criteria.

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

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/young person. They must be a credible witness (who can be checked out if needed)
- Reflective account by the learner that details what the learner said, did and why
- Work products showing work undertaken by the learner
- Professional discussion where the learner describes what they said, did and why

Table 1: Unit-by-Unit Evidence Requirements and Assessment Guidance

Award	Certificate	Diploma	QCF Unit Number	Unit Title	Notes on Assessment
●	●	●	J/602/1798	Understand Playwork Principles	All learning outcomes: oral or written questions, professional discussion, reflective account, projects or assignments.
●	●	●	L/602/1799	Understand children and young people's self-directed play	All learning outcomes: oral or written questions, professional discussion, reflective account, projects or assignments.
●	●	●	Y/601/1695	Understand how to safeguard the well-being of children and young people	All learning outcomes: oral or written questions, professional discussion, reflective account, projects or assignments.
	●	●	T/602/1800	Understand the organisational framework for play	All learning outcomes: oral or written questions, professional discussion, reflective account, projects or assignments.
	●	●	M/601/1699	Understand how to support positive outcomes for children and young people	All learning outcomes: oral or written questions, professional discussion, reflective account, projects or assignments.
	●	●	A/602/1801	Understand relationships in the play environment	All learning outcomes: oral or written questions, professional discussion, reflective account, projects or assignments.
	●	●	F/602/1802	Understand health, safety and security in the play environment	All learning outcomes: oral or written questions, professional discussion, reflective account, projects or assignments.
	●	●	J/602/1803	Understand how to plan for and support children and young people's self-directed play	All learning outcomes: oral or written questions, professional discussion, reflective account, projects or assignments.

Award	Certificate	Diploma	QCF Unit Number	Unit Title	Notes on Assessment
	●	●	A/601/1429	Engage in personal development in health, social care or children's and young people's settings	Learning outcome 1: oral or written questions, professional discussion, reflective account, projects or assignments. Learning outcomes 2 - 5: observation, witness testimony, products of work, reflective account.
		●	L/602/1804	Contribute to an organisational framework that reflects the needs and protects the rights of children and young people	Learning outcomes 1 – 4: observation, witness testimony, products of work, reflective account.
		●	R/602/1805	Develop and maintain a healthy, safe and secure play environment for children and young people	Learning outcomes 1 – 3: observation, witness testimony, products of work, reflective account.
		●	Y/602/1806	Develop and promote positive relationships in the play environment	Learning outcomes 1 – 4: observation, witness testimony, products of work, reflective account.
		●	D/602/1807	Plan for and support children and young people's self-directed play	Learning outcomes 1 – 6: observation, witness testimony, products of work, reflective account.
		○	J/602/1834	Work with colleagues in a playwork team	Learning outcomes 1 – 3: observation, witness testimony, products of work, reflective account. Learning outcomes 4 – 6: oral or written questions, professional discussion, reflective account, projects or assignments.

Award	Certificate	Diploma	QCF Unit Number	Unit Title	Notes on Assessment
		○	L/602/1835	Engage with parents, carers and families in a play environment	<p>Learning outcomes 1 – 3: observation, witness testimony, products of work, reflective account.</p> <p>Learning outcomes 4 – 6: oral or written questions, professional discussion, reflective account, projects or assignments.</p>
		○	R/602/1836	Administer playwork provision	<p>Learning outcomes 1 – 2: observation, witness testimony, products of work, reflective account.</p> <p>Learning outcomes 3 – 4: oral or written questions, professional discussion, reflective account, projects or assignments.</p>
		○	Y/602/1837	Inclusive play, working with disabled children and young people	<p>Learning outcomes 1 – 4: observation, witness testimony, products of work, reflective account.</p> <p>Learning outcomes 5 – 7: oral or written questions, professional discussion, reflective account, projects or assignments.</p>
		○	D/602/1838	Promote own organisation in the community	<p>Learning outcomes 1 – 3: observation, witness testimony, products of work, reflective account.</p> <p>Learning outcomes 4 – 6: oral or written questions, professional discussion, reflective account, projects or assignments.</p>

Award	Certificate	Diploma	QCF Unit Number	Unit Title	Notes on Assessment
		○	H/602/1839	Contribute to evaluating, developing and promoting services	<p>Learning outcomes 1 – 3: observation, witness testimony, products of work, reflective account.</p> <p>Learning outcomes 4 – 6: oral or written questions, professional discussion, reflective account, projects or assignments.</p>
		○	Y/602/1840	Organise and supervise travel	<p>Learning outcomes 1 – 3: observation, witness testimony, products of work, reflective account.</p> <p>Learning outcomes 4 – 6: oral or written questions, professional discussion, reflective account, projects or assignments.</p>
		○	D/602/1841	Manage a budget	<p>Learning outcomes 1 – 3: observation, witness testimony, products of work, reflective account.</p> <p>Learning outcomes 4 – 6: oral or written questions, professional discussion, reflective account, projects or assignments.</p>
		○	H/602/1842	Recruit, select and keep colleagues	<p>Learning outcomes 1 – 4: observation, witness testimony, products of work, reflective account.</p> <p>Learning outcomes 5 – 10: oral or written questions, professional discussion, reflective account, projects or assignments.</p>

Award	Certificate	Diploma	QCF Unit Number	Unit Title	Notes on Assessment
		○	K/602/1843	Provide learning opportunities for colleagues	<p>Learning outcomes 1 – 5: observation, witness testimony, products of work, reflective account.</p> <p>Learning outcomes 6 – 12: oral or written questions, professional discussion, reflective account, projects or assignments.</p>
		○	M/602/1844	Allocate and monitor the progress and quality of work in own area of responsibility	<p>Learning outcomes 1 – 4: observation, witness testimony, products of work, reflective account.</p> <p>Learning outcomes 5 – 10: oral or written questions, professional discussion, reflective account, projects or assignments.</p>

● = mandatory unit in that qualification

○ = optional unit in that qualification

Assessment guidance and evidence requirements for each unique diploma unit

PW6 Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. This evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum:

- Three types of rights
- Three types of procedures
- One type of abuse

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

PW7 Develop and maintain a healthy, safe and secure play environment for children and young people

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

PW8 Develop and promote positive relationships in a play environment

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

PW9 Plan for and support children and young people's self-directed play

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum:

- All types of methods
- All types of play spaces
- All types of hazard

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

PW11 Work with colleagues in a playwork team

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum:

- Two types of colleagues
- Three types of suggestions
- Two types of support
- One type of conflict

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation may be used for the whole or part of LO3 if there is no naturally occurring evidence.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

Knowledge and Understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

PW14 Engage with parents, carers and families in a play environment

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum:

- Three types of information

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is only allowed for AC1.6 if there is no naturally occurring evidence.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

Knowledge and Understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

PW15 Administer playwork provision

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum:

- Eight types of information

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

Knowledge and Understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

PW24 Inclusive play, working with disabled children and young people

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

Knowledge and Understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

B226 Promote own organisation in the community

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum:

- Four types of people
- Two types of information
- One type of organisations
- One type of individuals

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

Knowledge and Understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

B227 Contribute to evaluating, developing and promoting services

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum:

- Both types of evaluation methods
- One type of services
- All types of appropriate individuals
- Three types of promotional methods

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

Knowledge and Understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

B228 Organise and supervise travel

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum:

- Six types of travel arrangements
- Two types of journeys
- Two types of participants

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence is only allowed for one of the arrangements in AC1.1 and may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

Knowledge and Understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

A27 Manage a budget

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

Knowledge and Understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

A319 Recruit, select and keep colleagues

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

Knowledge and Understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

A321 Provide learning opportunities for colleagues

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

Knowledge and Understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

A320 Allocate and monitor the progress and quality of work in own area of responsibility

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

Simulation

Simulation is only allowed for AC4.3.

Use of Supplementary Evidence

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

Knowledge and Understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

Playwork Principles

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

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

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

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and well being of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.
8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and well being of children.

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

Explanation and examples of terms

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.

Aims

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

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.

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.

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.

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.

Barriers to access/barriers to inclusion

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.

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.

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

Colleagues

The people you work with – people who report to you, people working at the same level as yourself or your manager(s).

Communicate/communication

Conveying knowledge, information, feelings, ideas, needs or wants to others.

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.

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.

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.

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.

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.

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.

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

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

Emergency

A situation requiring an immediate response, ranging from calling 999 to a problem that requires prompt action by staff within the play environment

Feedback

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

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.

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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.

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.

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.

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.

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'.

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.

Individuality

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

Integrated play provision

The intermixing of people previously segregated by impairment alone. Non-disabled people tend to take the lead regarding the when, where, how and who.

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 too.

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.

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.

Parents and carers

All people with parental or caring responsibilities for children, including primary and non-primary carers. This term should be taken to include all family members (including brothers and sisters) who may have caring responsibilities, wider family members, partners of parents and childminders or similar.

Permanent play space

Spaces that are fixed and cannot move, e.g. 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.

Plan

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

Play cues***

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

Play cycle***

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

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.

Qualitative

Something that is not summarised in numerical form, such as minutes from meetings and general notes from observations. Qualitative data normally describe people's knowledge, attitudes or behaviours and is often more subjective.

Quantitative

Something measured or measurable by, or concerned with, quantity and expressed in numbers or quantities.

Reflect

Thinking about your work and identifying what you do well and what you could improve in.

Resources

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

Responsible Colleague

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

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.

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.

Security hazards

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

Self-powered

For example, on foot or by bicycle or canoe

Separate play provision

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

Serious injury

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

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.

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.

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.

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.

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.

***Definition – based on UN 1981 International Year of Disabled People**

**** Definition - Michael Oliver (1996) Understanding Disability: from theory to practice**

*** Gordon Sturrock and Perry Else, 1998, The playground as therapeutic space: playwork as healing (known as "The Colorado Paper"), published in Play in a Changing Society: Research, Design, Application, IPA/USA, Little Rock, USA. Available as a PDF free of charge from www.ludemos.co.uk or info.ludemos@virgin.net.