

**NCFE**

**CACHE**

# Internal sample assessment task

**NCFE CACHE Level 3 Award in Transition to  
Playwork**

**QN: 603/7635/1**

## **Contents**

Introduction	3
Supervision of learners	4
Supporting learners	4
Assessment task – Unit TP1 A playworker’s understanding of playwork (M/618/7622)	5
Assessment task – Unit TP2 Playwork in practice (T/618/7624)	6
Assessment task – Unit TP3 Playwork and the wider context (A/618/7624)	7
Contact us	8

## Introduction

We have created a set of sample tasks which you can contextualise to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for the unit and provide opportunities for stretch and challenge.

To allow you the freedom to apply local or topical themes appropriate to your learners, we have left the subject of the tasks open for you to design for each unit. You should plan the subject and apply the brief to the tasks in a way that suits your learners and relates to local need.

If you choose to create your own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- permit effective discrimination between learners operating at different levels

The learning outcomes for the units can be found in section 2 of the qualification specification.

---

## **Supervision of learners**

Tutors should offer support and guide learners when carrying out work that is internally assessed.

Tutors should supervise the work carried out by learners to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment

Any work submitted for assessment must be authenticated and attributable to the learner.

The tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

## **Supporting learners**

Tutors/assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Tutors/assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
  - help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
  - motivate the learner to work consistently through the programme, including helping them work to deadlines
  - encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
  - provide reference material; however, model or worked answers should not be copied by the learner
-

**Assessment task – Unit TP1 A playworker’s understanding of playwork (M/618/7622)****Task 1**

Learning outcome 1: Understand children’s play from a playwork perspective.  
Assessment criteria 1.1–1.3.

**Develop a handout or series of fact cards to explain:**

- what is meant by freely chosen, personally directed and intrinsically motivated play (1.1)
- why play is a biological, psychological and social necessity (1.2)
- how play is fundamental to the healthy development and wellbeing of individuals and communities (1.3)

**Task 2**

Learning outcome 2: Understand children’s right to play.  
Assessment criteria 2.1–2.3.

Prepare for a peer group discussion around children’s right to play. To support you in the discussion, find out more about the **United Nations Convention for the Rights of the Child (UNCRC)** and prepare a transcript to refer to in the discussion.

The transcript must:

- identify a minimum of 3 articles from the UNCRC in relation to play (2.1)
- explain how General Comment 17 (2013) supports the playwork approach (2.2)
- describe why it is important for policies and procedures to reflect the child’s right to play (2.3)
- include your transcript and any notes reflective of your role in moving the discussion forward as evidence for these criteria

**Task 3**

Learning outcome 3: Understand opportunities to play in the community.  
Assessment criteria 3.1–3.2.

**Consider play opportunities in your local community.**

Prepare a **report** to:

- analyse 3 play opportunities in your local community (3.1)
- analyse 3 barriers to play in your local community – barriers may be social, environmental, legislative, attitudes or economic – as part of your analysis suggest ways that each barrier may be overcome (3.2)

### Assessment task – Unit TP2 Playwork in practice (T/618/7624)

#### Task 1

Learning outcome 1: Understand the playwork principles.

Assessment criteria 1.1–1.2.

Undertake your own research to find out more about the playwork principles. Summarise the playwork principles and their purpose (1.1).

Arrange an **interview** with a playworker to discuss the impact of the playwork principles for their practice.

**Reflect** on the interview to:

- explain how the playwork principles support the playwork practice – if an interview in a playwork setting is not possible use your notes to help you to think about the principles influence playwork practice (1.2)

#### Task 2

Learning outcome 2: Understand playwork theories.

Assessment criteria 2.1–2.5.

Develop a resource for playwork students. The resource could be arranged as below:

Section 1:

- summarise the playwork curriculum (2.1)
- summarise the full play cycle as expressed within relevant literature (refer to the Colorado Paper and the play cycle, Pete King – an appreciation of the following terms should be clear, examples can be used to add context: play drive, metalude, play cue, play return, play frame, flow annihilation, adulteration, dys-play and containment) (2.2)
- explain compound flexibility and its relationship to loose parts (2.3)

Section 2:

- refer to playwork principle 8 and consider one of the following intervention styles: First Claim, Bob Hughes **or** Levels of Intervention, Colorado Paper to summarise a playworker's approach to intervention (2.4)
- using Speculation and Possibilities and First Claim (Bob Hughes), explain how play types are used in practice (2.5)

### Assessment task – Unit TP3 Playwork and the wider context (A/618/7624)

#### Task 1

Learning outcome 2: Understand the role of advocacy in supporting children's play.  
Assessment criteria 2.1–2.2.

Reflect on the role of advocacy in playwork and produce a written account to:

- explain the term advocacy in the context of play and playwork (2.1)

Reflect on own advocacy to others for children's play (2.2) in relation to others:

- colleagues
- parents and/or carers
- wider community
- other professionals

#### Task 2

Learning outcome 4: Understand safeguarding in a playwork context.  
Assessment criteria 4.1 and 4.3.

Develop a glossary of risk factors using the list below. Use this list to develop the glossary by explaining how risk factors differ depending on the children's age and development (4.1):

- family environment
- community
- peer group
- access to technology
- geography
- access to services

Summarise own role in implementing setting safeguarding procedures (4.3)

#### Task 3

Learning outcome 4: Understand safeguarding in a playwork context.  
Assessment criteria 4.2.

Produce an article promoting a playwork setting. In the article describe how playwork supports children to:

- feel connected to people and place
- feel safe and secure
- keep themselves safe
- exercise choice and control
- build resilience through play
- build self esteem
- improve wellbeing
- communicate through play

## Contact us

NCFE  
Q6  
Quorum Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT

Tel: 0191 239 8000\*

Fax: 0191 239 8001

Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)

Website: [www.ncfe.org.uk](http://www.ncfe.org.uk)

## **NCFE © Copyright 2021 All rights reserved worldwide.**

Version 1.0 September 2021

Information in this internal assessment sample tasks document is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.

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