

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 2 Diploma in Playwork**  
**QN: 610/0643/9**

**Qualification summary**

<b>Qualification title</b>	<b>NCFE CACHE Level 2 Diploma in Playwork</b>		
<b>Ofqual qualification number (QN)</b>	610/0643/9	<b>Aim reference</b>	61006439
<b>Guided learning hours (GLH)</b>	457	<b>Total qualification time (TQT)</b>	560
<b>Credit value</b>	56		
<b>Minimum age</b>	16		
<b>Qualification purpose</b>	<p>This qualification is designed to provide learners with the knowledge and understanding of the principles and theories that underpin playwork and the importance of play in the lives of children aged 4–16. It covers the knowledge and skills needed when working under supervision and requires the learner to demonstrate the full application of knowledge and understanding over a period in the workplace.</p> <p>This qualification reflects the current national occupational standards (NOS) 2016 for playwork.</p> <p>For centres delivering this qualification to meet the Level 2 Playworker apprenticeship standard (England), assessors and tutors should note the recommended guidance when selecting optional units or increase their delivery of the mandatory units to ensure full coverage of the knowledge, skills and behaviours (KSBs) is achieved. You can find the 'Level 2 Playworker mapping guidance' document under 'support materials' on the NCFE website.</p>		
<b>Grading</b>	Achieved/not yet achieved		
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.		
<b>Work/industry placement experience</b>	This qualification requires learners to complete a mandatory work placement experience throughout the duration of the qualification, before certification.		
<b>Rules of combination</b>	To be awarded this qualification, learners are required to successfully achieve <b>56 credits: 40 credits</b> from the <b>12 mandatory units</b> , plus a minimum of <b>16 credits</b> from the <b>optional units</b> .		
<b>Apprenticeship framework</b>	This qualification can also be undertaken as part of the Welsh playwork apprenticeship framework. Apprenticeship information and the latest documents are available from Apprenticeship Certificate Wales <a href="https://acwcerts.co.uk/web/frameworks-library">https://acwcerts.co.uk/web/frameworks-library</a> . These should always be consulted to ensure that all mandatory qualifications, units, assessment, on-the-job hours and apprenticeship conditions are achieved and evidenced.		

<b>Level 2 playworker apprenticeship standard (England)</b>	<p>In addition to the above qualification rule of combination, full coverage of the Level 2 Playworker apprenticeship standard (England) is achieved when selecting the following optional units:</p> <ul style="list-style-type: none"><li>• L2PWOP2 Contribute to providing food and drink in the playwork setting (J/650/0587)</li><li>• L2PWOP3 Engage with parents, carers and families in the playwork setting (K/650/0588)</li><li>• L2PWOP6 Support children's travel outside the playwork setting (Y/650/0591)</li></ul>
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## Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 1.0 July 2022).

Version	Publication date	Summary of amendments
v1.0	July 2022	First publication
v2.0	November 2023	<p>To fully meet the Level 2 Playworker apprenticeship standard (England), new assessment criteria have been added to two units and new delivery guidance has also been written and referenced to support tutors.</p> <p>New assessment criteria (AC) added for <a href="#">unit L2PW3 Meeting children's needs in a playwork setting (F/650/0576)</a>, learning outcome (LO) 1.</p> <p>New AC added for <a href="#">unit L2PW7 Support children's play (R/650/0580)</a>, LO4.</p> <p>Additional guidance added for centres delivering this qualification in sections <a href="#">qualification summary</a> and <a href="#">achieving this qualification</a>.</p> <p>Additional section NCFE assessment principles for adult care, childcare and health qualifications has also been included.</p> <p>Added further information regarding assessment strategies.</p>

## Section 1: introduction

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

### Aims and objectives

This qualification aims to:

- focus on the study of the importance of play and playwork in children's lives
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objective of this qualification is to:

- build knowledge and skills needed to work under supervision with children in a playwork setting

### Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with the planning, delivery and assessment.

This qualification specification contains all of the qualification-specific information you will need that is not covered in the support handbook.

### Guidance for entry and registration

This qualification is designed for learners who work or wish to work with children between the ages of 4 and 16 in playwork settings.

Learners should be at least 16 years old. We do not set any other entry requirements, but colleges or training providers may have their own guidelines.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.

There are no specific prior skills or knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 1 qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

## Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **56 credits: 40 credits** from the **12 mandatory units**, plus a minimum of **16 credits** from the **optional units**.

In addition, full coverage of the Level 2 Playworker apprenticeship standard (England) is achieved when selecting the following optional units:

- L2PWOP2 Contribute to providing food and drink in the playwork setting (J/650/0587)
- L2PWOP3 Engage with parents, carers and families in the playwork setting (K/650/0588)
- L2PWOP6 Support children's travel outside the playwork setting (Y/650/0591)

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

## Progression

Learners who achieve this qualification could progress to the following:

- employment:
  - before and after school clubs
  - holiday playschemes
  - adventure playgrounds
  - open access play settings
  - play rangers
- further education:
  - NCFE CACHE Level 3 Certificate in Understanding Playwork (610/0644/0)
  - NCFE CACHE Level 3 Diploma in Playwork (610/0645/2)

## Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

## Work placement experience

This qualification requires learners to complete a mandatory work placement experience throughout the duration of the qualification, before certification.

## Age ranges covered by the qualification

This qualification covers children between the ages of 4 and 16 years.

## How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as usual)

Learners must be successful in this component to gain the Level 2 Diploma in Playwork.

The Level 2 Diploma in Playwork is a competence-based qualification.

A competence-based qualification may be based on national occupational standards (NOS) and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace or in a real work environment (RWE) in accordance with the relevant assessment strategy. For further information on the strategy, please visit the qualifications page on the NCFE website.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a level 2 learner for each LO.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

## Internal assessment

We have created some sample tasks for some of the mandatory units that are internally assessed, which can be found in the internal assessment sample task document. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover the knowledge LOs across each unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the provider development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

A centre may choose to create their own internal assessment tasks. There are 4 essential elements in the production of successful centre-based assessment tasks.

These are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria (AC)
- having a valid and engaging context or scenario

- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

**Section 2: unit content and assessment guidance**

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in section 3.

**L2PW1 Understand the playwork principles (A/650/0574)**

Unit summary				
This unit allows the learner to explore the playwork principles that underpin playwork practice.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>3 credits</b>	<b>21 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles of playwork	1.1 Describe the playwork principles
	1.2 Describe how the playwork principles are embedded into own practice
2. Understand the nature of children's play	2.1 Describe the need for children to play
	2.2 Define the following terms: <ul style="list-style-type: none"> <li>• play that is freely chosen</li> <li>• play that is self-directed</li> <li>• intrinsically motivated</li> </ul>
	2.3 Describe the difference between: <ul style="list-style-type: none"> <li>• play that is freely chosen</li> <li>• play that is self-directed</li> <li>• adult-led activities</li> </ul>
3. Understand the impact of play deprivation on children	3.1 Explain what the term play deprivation means
	3.2 Identify potential impact of play deprivation
4. Understand the requirements of the United Nations Convention on the Rights of the Child (UNCRC) in relation to play	4.1 Explain the requirements of the UNCRC in relation to play
	4.2 Use an example to describe how your practice relates to the UNCRC in relation to play

Delivery and assessment guidance
<p>Holistic assessment opportunities for LO1 may present themselves within LO2 of unit L2PW3 Meeting children's needs in a playwork setting (F/650/0576).</p> <p>The assessor must ensure that all AC are met in full when considering cross referencing and a judgement of competency is recorded.</p> <p>This unit could be assessed through:</p> <ul style="list-style-type: none"> <li>• written assignment</li> <li>• professional discussion</li> </ul> <p>Relationship to national occupational standards (NOS):</p> <ul style="list-style-type: none"> <li>• SKAPW50: Create playwork settings that support freely chosen self-directed play</li> </ul>

**L2PW2 Understand the playwork setting (D/650/0575)**



Unit summary				
In this unit the learner will gain knowledge and understanding of a playwork setting and how to plan for play.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>3 credits</b>	<b>29 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AO) The learner can:
1. Understand the characteristics of an effective playwork setting	1.1 Identify <b>different types of playwork settings</b>
	1.2 Describe the characteristics of a play rich playwork setting
	1.3 Describe key resources that may be introduced into the playwork setting to support children's play
2. Understand playwork theories	2.1 Summarise the main stages of the play cycle
	2.2 Outline the importance of responding to play cues
	2.3 Explain the concept of loose parts
3. Understand play spaces	3.1 Describe different <b>play spaces</b>
	3.2 Outline why it is important for children to have a variety of play spaces to choose from
4. Understand play types	4.1 Describe different <b>play types</b>
	4.2 Outline different ways children may use technology or the virtual world in their play
	4.3 Outline how the opportunity to engage with different play types benefits children

Range
1. Understand the characteristics of an effective playwork setting
<b>1.1 Different types of playwork settings:</b>
The learner should be able to identify a minimum of 4 different types of playwork settings.
3. Understand play spaces
<b>3.1 Play spaces:</b>
The following play spaces must be covered:
<ul style="list-style-type: none"> <li>• physical</li> <li>• transient</li> <li>• permanent</li> <li>• affective</li> </ul>
4. Understand play types
<b>4.1 Play types:</b>
The learner should cover a minimum of 6 different play types.

**Delivery and assessment guidance**

**1.2** Learners may benefit from contributing to a play audit in their work placement to support their appreciation of a play rich playwork setting.

This unit could be assessed through:

- written task
- professional discussion

Relationship to national occupational standards (NOS):

- SKAPW50: Create playwork settings that support freely chosen self-directed play

**L2PW3 Meeting children's needs in a playwork setting (F/650/0576)**

<b>Unit summary</b>				
This unit aims to develop knowledge and understanding of children's development from 4–16 years. The learner will understand children's development from a playwork perspective and consider the impact of transitions and experiences. The learner will explore equality, diversity and inclusion in order to develop an understanding of inclusive practice as well as the skills required to contribute to an inclusive playwork setting.				
<b>Assessment</b>				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>3 credits</b>	<b>26 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Understand how to plan a play setting that meets children's needs and play preferences	1.1 Describe how children's ability can affect their needs and play preferences
	1.2 Describe how to plan a play setting for the different age ranges that attend
	1.3 Outline how to provide a range of resources to meet the <b>diverse needs</b> of children
	1.4 Outline the importance of promoting <b>sustainability</b> in a playwork setting
2. Understand how play is fundamental to children's development and wellbeing	2.1 Describe how play that is freely chosen is essential to children's development
	2.2 Outline the value of playing outside for children's health, wellbeing and mental health
3. Understand the impact of transitions on children	3.1 Describe key <b>transitions</b> that most children experience
	3.2 Identify other transitions that children may encounter
	3.3 Explain how transitions can influence behaviour and how children play
	3.4 Describe how a playworker can support children who are experiencing transitions
4. Understand how the playworker supports children's behaviour within a playwork setting	4.1 Explain how children's behaviour can be influenced by <b>external factors</b>
	4.2 Outline how children can be supported in understanding the value of positive relationships
	4.3 Explain the benefits of involving children in group agreements regarding expected behaviour
5. Understand inclusive playwork practice	5.1 Identify current legislation and guidance relating to equality, diversity and inclusion
	5.2 Explain policies and procedures relating to equality, diversity and inclusive practice
	5.3 Describe the importance of person-centred playwork practice
6. Be able to contribute to an inclusive and stimulating playwork setting	6.1 Identify children's diverse needs
	6.2 Reflect on how your practice ensures children are central to practice
	6.3 Adapt play spaces and resources to support inclusion
	6.4 Reflect on how own playwork setting could be made more inclusive and stimulating

<b>Range</b>
<p><b>1. Understand how to plan a play setting that meets children's needs and play preferences</b></p> <p><b>1.3 Diverse needs:</b></p> <p>Could include:</p> <ul style="list-style-type: none"> <li>• age</li> <li>• ability</li> <li>• culture</li> <li>• individual needs such as special educational needs and disability or language</li> </ul> <p><b>1.4 Sustainability:</b></p> <p>Could include:</p> <ul style="list-style-type: none"> <li>• recycling</li> <li>• reusing</li> <li>• reducing</li> <li>• repairing</li> <li>• food waste</li> </ul>
<p><b>3. Understand the impact of transitions on children</b></p> <p><b>3.1 Transitions:</b></p> <p>The learner must be able to describe 3 different types of transitions.</p>
<p><b>4. Understand how the playworker supports children's behaviour within a playwork setting</b></p> <p><b>4.1 External factors:</b></p> <p>Could include:</p> <ul style="list-style-type: none"> <li>• learnt behaviour</li> <li>• family dynamics</li> <li>• transition</li> <li>• form of communication</li> <li>• sign of abuse or bullying</li> <li>• poor boundaries</li> <li>• physical/emotional wellbeing</li> <li>• additional needs</li> </ul>
<b>Delivery and assessment guidance</b>
<p>LO6 must be assessed in a real work environment (RWE).</p> <p>Holistic assessment opportunities may present themselves within LO2 of unit L2PW1 Understand the playwork principles (A/650/0574).</p> <p>The assessor must ensure that all AC are met in full when considering cross referencing and a judgement of competency must be recorded.</p>

**Delivery and assessment guidance**

This unit could be assessed through:

- written task
- professional discussion

Relationship to national occupational standards (NOS):

- SKAPW50: Create playwork settings that support freely chosen self-directed play

**L2PW4 Child-centred practice in a playwork setting (H/650/0577)**

Unit summary				
This unit will help playworkers develop an understanding of child-centred practice when working in a playwork setting as well as demonstrating how to advocate for play and playwork.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>3 credits</b>	<b>26 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Understand the importance of consulting with children in a playwork setting	1.1 Explain the importance of participation with children and how this relates to the United Nations Convention on the Rights of the Child (UNCRC)
	1.2 Describe different ways of gaining feedback from children that could be used in a playwork setting
	1.3 Describe how to use information gained from children to: <ul style="list-style-type: none"> <li>• identify play needs and preferences</li> <li>• represent the voice of children</li> <li>• influence practice</li> </ul>
2. Understand the role of the playworker in supporting children	2.1 Outline how the playworker can support children with the following through play: <ul style="list-style-type: none"> <li>• negotiating</li> <li>• decision making</li> <li>• respecting individuality</li> <li>• self-esteem</li> <li>• self-reliance</li> <li>• resilience</li> </ul>
	2.2 Outline why it is important to be aware of the <b>impact</b> you can have on children's play and the playwork setting
3. Understand advocacy for play and playwork	3.1 Explain why it is important for the playworker to be an advocate for play
	3.2 Identify different ways a playworker can raise awareness of the benefits of play and playwork
4. Be able to advocate for play	4.1 Demonstrate participation with children when appropriate
	4.2 Reflect on child-centred practice and the voice of the child in a playwork setting
	4.3 Demonstrate how to promote the benefits of play to <b>others</b>

<b>Range</b>
<b>2. Understand the role of the playworker in supporting children</b>
<b>2.2 Impact:</b>  A playworker's approach could have a positive or negative impact on the play process and the children's play experiences. Learners must cover both aspects.
<b>4. Be able to advocate for play</b>
<b>4.3 Others:</b>  Could include: <ul style="list-style-type: none"> <li>• parents</li> <li>• wider staff</li> <li>• volunteers</li> <li>• local community</li> </ul>

<b>Delivery and assessment guidance</b>
LO4 must be assessed in a real work environment (RWE).  This unit could be assessed through: <ul style="list-style-type: none"> <li>• written tasks</li> <li>• reflective account</li> <li>• direct observation (followed by Q&amp;A as appropriate)</li> <li>• professional discussion</li> <li>• work products could support direct observation or professional discussion as supplementary evidence of practice, for example: <ul style="list-style-type: none"> <li>○ evidence from activities to advocate for play</li> <li>○ notice boards that the learner has contributed to promoting the benefits of play</li> <li>○ leaflets or posters created by the learner</li> </ul> </li> </ul> Relationship to national occupational standards (NOS): <ul style="list-style-type: none"> <li>• SKAPW50: Create playwork settings that support freely chosen self-directed play</li> </ul>

## L2PW5 Understand how to support children with additional needs and disabilities in a playwork setting (J/650/0578)



Unit summary				
The aim of this unit is to develop a playworker's knowledge and understanding in supporting children with additional needs and disabilities in a playwork setting. It is aimed at playworkers who do not hold full responsibility but make a significant contribution to supporting play.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>3 credits</b>	<b>36 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand policies relating to the inclusion of children with additional needs and disabilities in a playwork setting	1.1 Explain a playwork setting's policies in relation to supporting children with additional needs and disabilities
2. Understand barriers to accessing quality play experiences	2.1 Outline how assumptions, attitudes and discrimination prevent some children from having equal access to play
	2.2 Describe ways the playworker can remove barriers preventing access to play
3. Understand partnership working	3.1 Explain the importance of positive relationships with parents/carers when supporting children with additional needs and disabilities
	3.2 Explain why it is important to include the voice of children when planning to meet their needs
	3.3 Identify <b>sources</b> of local and national specialist support, guidance and information relating to additional needs and disabilities
4. Understand how to support a child with additional needs and disabilities to participate in play experiences	4.1 Explain how play cues may be expressed by children when they communicate differently
	4.2 Explain how adults may impact on the play experience of children with additional needs and disabilities
	4.3 Describe different <b>adaptations</b> that could be made to support inclusive play
	4.4 Outline the importance of seeking <b>support</b> in situations beyond own expertise and experience

<b>Range</b>
<b>3. Understand partnership working</b>
<b>3.3 Sources:</b>  The learner must be able to outline a minimum of 2 national and 2 local sources of support and information relating to additional needs and disabilities.
<b>4. Understand how to support a child with additional needs and disabilities to participate in play experiences</b>
<b>4.3 Adaptations:</b>  Adaptations could be to the environment, resources or staffing. Learners must be able to describe a minimum of 3 different adaptations.
<b>4.4 Support:</b>  Learners should be aware of a range of professionals and external agencies in relation to meeting the needs of children with additional needs and disabilities, and know how to share concerns with colleagues as appropriate to their own level of expertise/experience. Learners should be able to appreciate the significance of working in partnership with other professionals.

<b>Delivery and assessment guidance</b>
This unit could be assessed through: <ul style="list-style-type: none"> <li>• written task</li> <li>• planned professional discussion</li> </ul> Relationship to national occupational standards (NOS): <ul style="list-style-type: none"> <li>• SKAPW57: Contribute to supporting disabled children and young people in the playwork setting</li> <li>• SCDCCLD0209: Support a child with additional support needs</li> </ul>

**L2PW6 Support relationships in a playwork setting (K/650/0579)**

Unit summary				
This unit explores the knowledge, understanding and skills a playworker needs to develop and maintain relationships with children as well as supporting relationships between children.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>3 credits</b>	<b>24 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Understand how to build relationships with children	1.1 Explain why it is important for a playworker to establish a positive relationship with children in a playwork setting
	1.2 Describe potential consequences for children when relationships are not established
	1.3 Describe ways to help children feel welcome and valued in the playwork setting
2. Understand how to support communication with children	2.1 Outline different <b>communication</b> methods a playworker could use that is appropriate to a child's age or ability
	2.2 Outline the importance of making sure children have understood what is being communicated
	2.3 Describe how the playworker relates to children according to their age and individual needs
	2.4 Describe how to address communication barriers with children
	2.5 Outline why it is important for children to be able to ask questions, offer ideas and make suggestions or complaints
3. Understand how to support relationships between children	3.1 Describe how children can develop and maintain relationships through play
	3.2 Explain how to support children to appreciate differences
	3.3 Outline why it is important for children to appreciate individuality, diversity and differences in others
	3.4 Outline why it is important for children to understand other people's feelings and points of view
4. Understand the importance of children being able to resolve conflict themselves	4.1 Outline why it is important for children to be able to resolve conflict for themselves
	4.2 Describe what support children may need when conflict arises
	4.3 Outline strategies/techniques a playworker could use to support children to manage their emotions, feelings and actions
5. Understand the importance of partnership working with others	5.1 Explain why it is important for playworkers to have positive relationships with <b>others</b>
	5.2 Explain the importance of clear communication with others
	5.3 Identify barriers to positive relationships with others
	5.4 Outline ways to overcome barriers to maintain positive relationships with others
6. Be able to develop and maintain relationships with children	6.1 Communicate effectively with children
	6.2 <b>Interact</b> with children in a way that is appropriate to the play process
	6.3 Reflect on own practice in developing and maintaining relationships with children

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
7. Be able to support children to establish and maintain relationships in a playwork setting	7.1 Support children's communication with others
	7.2 Encourage children to understand other people's individuality, diversity and differences
	7.3 Encourage children to understand and respect other people's feelings and points of view
	7.4 Support children to be able to ask questions, offer ideas and make suggestions or complaints
8. Be able to support children to resolve conflict for themselves	8.1 Encourage children to develop group agreements about the way they interact with others
	8.2 Support children to understand and manage their emotions, feelings and actions
	8.3 Support children to deal with conflict themselves
	8.4 Offer support to children who have been affected by the behaviour of other children
9. Be able to demonstrate partnership working with others	9.1 Communicate effectively with others using a range of communication methods
	9.2 Work co-operatively with others to meet the needs of children
	9.3 Reflect on own practice in working with others

<b>Range</b>
<b>2. Understand how to support communication with children</b>
<b>2.1 Communication:</b>
The learner must describe a minimum of 3 different methods of communication.
<b>5. Understand the importance of partnership working with others</b>
<b>5.1 Others:</b>
These could include other teams within the organisation, or other agencies or professionals that might work with or alongside the playwork team.
For example:
<ul style="list-style-type: none"> <li>• school staff</li> <li>• site maintenance staff</li> <li>• parents, carers and families</li> <li>• one-to-one key workers/support staff</li> <li>• playwork development officer</li> <li>• safeguarding agencies</li> <li>• local authorities</li> <li>• police and youth offending teams</li> <li>• colleagues</li> </ul>

<b>Range</b>
<b>6. Be able to develop and maintain relationships with children</b>
<b>6.2 Interact:</b>
To demonstrate, for example:
<ul style="list-style-type: none"><li>• showing respect</li><li>• active listening</li><li>• providing reasons for actions when necessary</li><li>• checking that what is being communicated has been understood</li><li>• responding to children's questions</li><li>• treating children with honesty, respect, fairness and trust</li></ul>
<b>Delivery and assessment guidance</b>
LOs 7, 8 and 9 must be assessed in a real work environment (RWE).
This unit could be assessed through:
<ul style="list-style-type: none"><li>• written tasks</li><li>• planned professional discussion</li><li>• reflective account</li><li>• direct observation (followed by Q&amp;A as appropriate)</li><li>• work products produced by the learner, such as evidence of communication with others (for example, staff communication book, emails, letters, newsletters)</li><li>• additional evidence to supplement direct observation or professional discussion such as resources created by the learner for activities to support children to understand emotions and feelings</li></ul>
Relationship to national occupational standards (NOS):
<ul style="list-style-type: none"><li>• SKAPW55: Contribute to the development and maintenance of relationships with children, young people and others in the playwork setting</li></ul>

**L2PW7 Support children's play (R/650/0580)**

Unit summary				
This unit explores the knowledge and skills required to support children's play.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>4 credits</b>	<b>26 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how to work with children to create play spaces	1.1 Explain the importance of children exploring play opportunities for themselves
	1.2 Describe how to support children to adapt play spaces
	1.3 Describe how to support play to come to an end in a way that is sensitive to the level of children's involvement
2. Understand interventions in the playwork context	2.1 Describe <b>intervention</b> from a playwork perspective
	2.2 Outline how playwork interventions can enhance the play process
	2.3 Explain when and how the playworker should intervene to reduce risk whilst respecting the play process and playwork principles
3. Be able to support children in the creation of play spaces	3.1 Use observations and feedback from children to identify their play needs and preferences
	3.2 Support children to create play spaces to meet their play needs and preferences
	3.3 Support children to adapt play spaces when requested by the child
4. Be able to support children's play	4.1 Assist with planning and providing <b>loose parts</b>
	4.2 Be able to provide children with the opportunity to explore play spaces appropriate to their individual requirements
	4.3 Observe children's play, responding to play cues
	4.4 Take part in play when invited by children through their cues
	4.5 Show appropriate interventions consistent with the theory to support or extend the play process
	4.6 Intervene in children's play when their health, safety or welfare requires it
	4.7 Support children in bringing play to an end, according to the level of involvement and the requirements of the organisation
	4.8 Reflect on own role in supporting children's play

Range
<b>2. Understand interventions in the playwork context</b>
<b>2.1 Intervention:</b>
This should include a range of identified intervention styles that a playworker might adopt to support children in choosing and exploring opportunities for themselves. Recognised playwork intervention styles help the playworker to decide when to and when not to join in children's play.

**Range****4. Be able to support children's play****4.1 Loose parts:**

Consideration should be given to encouraging sustainable practice, for example:

- recycling
- reusing
- reducing
- repairing

**Delivery and assessment guidance**

LO3 and LO4 must be assessed in a real work environment (RWE).

**4.1** Learners may wish to refer to the sustainability resource 'Sustainability Matters in Early Childhood' available on the NCFE website.

**4.8** Learners may wish to consider some of the following topics when reflecting on own role in supporting children's play:

- responding to play cues to support better play experiences
- intervention styles used
- allowing children to control their play
- joining in with play when invited
- the way play came to an end
- how playwork principles are embedded in practice
- how children use the play spaces and resources

This unit could be assessed through:

- written task
- direct observation followed by Q&A as necessary
- professional discussion
- reflective account

Relationship to national occupational standards (NOS):

- SKAPW50: Create playwork settings that support freely chosen self-directed play

**L2PW8 Supporting health, safety and security in the playwork setting (T/650/0581)**

Unit summary				
This unit covers the knowledge, understanding and skills required to maintain health, safety and security in the playwork setting, including dealing with accidents, illnesses and emergencies.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>4 credits</b>	<b>35 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand legislation and guidelines for health, safety and security	1.1 Describe the legal requirements and guidance for health, safety and security that apply in a playwork context
2. Understand policies and procedures for health, safety and security	2.1 Outline policies and procedures for health, safety and security that apply in a playwork context, including off-site procedures
3. Be able to contribute to health, safety and security procedures	3.1 Contribute to health, safety and security procedures within remit of own role, including: <ul style="list-style-type: none"> <li>• accidents</li> <li>• signs of illness</li> <li>• emergency procedures</li> <li>• security procedures</li> <li>• hygienic practice</li> </ul>
	3.2 Support children to take responsibility for their own health, safety and security
4. Understand hazards in a playwork setting	4.1 Identify different <b>hazards</b> that may occur in a playwork setting
	4.2 Describe how to assess and respond to the main health, safety and security hazards that may occur in a playwork setting and off-site
	4.3 Outline situations in which the playworker: <ul style="list-style-type: none"> <li>• can deal with a hazard themselves</li> <li>• must report a hazard to <b>others</b></li> </ul>
5. Be able to respond to hazards in a playwork setting	5.1 Follow procedures to manage risks presented by hazards in a playwork setting in the following ways: <ul style="list-style-type: none"> <li>• support children to deal with the hazard</li> <li>• respond to and report the hazard</li> </ul>
	5.2 Consult with others when unsure about how to assess and deal with a hazard
6. Know how to respond to injuries and illnesses in the playwork setting	6.1 Outline common types of injuries and illness that can occur in the playwork setting
	6.2 Describe the procedures a playworker should follow in response to injuries and illnesses
7. Know how to respond to emergencies in the playwork setting	7.1 Describe the procedures to follow for different <b>emergency</b> situations that may occur in the playwork setting
	7.2 Explain why it is important to remain calm and communicate clearly during an emergency
	7.3 Outline records that are required following an emergency and why it is important to complete these accurately

<b>Range</b>
<p><b>4. Understand hazards in a playwork setting</b></p> <p><b>4.1 Hazards:</b></p> <p>A minimum of 5 hazards should be identified. Learners must be able to identify a range of hazards across the following categories:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• environmental</li> <li>• play and behavioural</li> <li>• security</li> <li>• hygiene</li> </ul> <p><b>4.3 Others:</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• team members</li> <li>• other professionals or organisations</li> </ul>
<p><b>7. Know how to respond to emergencies in the playwork setting</b></p> <p><b>7.1 Emergency:</b></p> <p>Must include:</p> <ul style="list-style-type: none"> <li>• fire and evacuation</li> <li>• lockdown</li> <li>• extreme weather</li> <li>• security</li> <li>• play and behavioural</li> <li>• medical</li> </ul>

<b>Delivery and assessment guidance</b>
<p>LO3 and LO5 must be assessed in a real work environment (RWE).</p> <p>This unit could be assessed through:</p> <ul style="list-style-type: none"> <li>• written tasks</li> <li>• planned professional discussion</li> <li>• direct observation</li> </ul> <p>Relationship to national occupational standards (NOS):</p> <ul style="list-style-type: none"> <li>• SKAPW53: Contribute to the health, safety and wellbeing of children and young people in the playwork setting</li> </ul>

**L2PW9 Risk benefit for children (Y/650/0582)**

<b>Unit summary</b>				
This unit covers the knowledge and skills a playworker requires to understand risk benefit and enables them to undertake risk benefit assessments in the playwork setting.				
<b>Assessment</b>				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>4 credits</b>	<b>25 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Understand risk benefit	1.1 Explain how risk is important for children's development
	1.2 Identify examples of risk and challenge in a playwork setting in relation to children's age and stage of development
	1.3 Define the terms: <ul style="list-style-type: none"> <li>• risk benefit assessment</li> <li>• dynamic risk benefit assessment</li> </ul>
	1.4 Outline why it is important for playworkers to balance health, safety and security requirements with the need for risk and challenge
	1.5 Describe how the use of dynamic risk benefit assessment impacts positively on children's play
	1.6 Identify the importance of children managing risk for themselves
2. Be able to undertake a risk benefit assessment	2.1 Demonstrate how to complete a risk benefit assessment
	2.2 Observe children who are engaging with elements of risk
	2.3 Support children to manage risk for themselves
	2.4 Intervene in self-directed play when the risk becomes unacceptable
	2.5 Reflect on own practice in undertaking a dynamic risk benefit assessment

<b>Delivery and assessment guidance</b>
LO2 must be assessed in a real work environment (RWE).
This unit could be assessed through: <ul style="list-style-type: none"> <li>• direct observation (followed by Q&amp;A as appropriate)</li> <li>• reflective account</li> <li>• written task</li> <li>• work products produced by the learner</li> </ul>
Relationship to national occupational standards (NOS): <ul style="list-style-type: none"> <li>• SKAPW53: Contribute to the health, safety and wellbeing of children and young people in the playwork setting</li> </ul>

**L2PW10 The safeguarding and welfare of children in a playwork setting (A/650/0583)**

<b>Unit summary</b>				
This unit explores the knowledge and understanding that playworkers need to safeguard and provide for the welfare of children in a playwork setting as well as some elements of practice that playworkers need to support children to keep themselves safe.				
<b>Assessment</b>				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>4 credits</b>	<b>32 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Understand the requirements for safeguarding and the protection and welfare of children in a playwork setting	1.1 Define what is meant by safeguarding children
	1.2 Identify the following in relation to the safeguarding of children: <ul style="list-style-type: none"> <li>• legal requirements</li> <li>• local and national policies and guidance</li> </ul>
	1.3 Outline policies and procedures relating to safeguarding and child protection
	1.4 Outline features of a safe practice code for protecting members of the playwork team and volunteers
	1.5 Explain legislation in relation to confidentiality
2. Understand the different forms of abuse that can affect children from a playwork context	2.1 Describe different types of <b>abuse</b>
	2.2 Describe factors that may <b>contribute</b> to a child being more vulnerable to abuse
	2.3 Describe how signs of abuse may be expressed through children's play
	2.4 Outline risks to children of using technology and social media
3. Know how to respond to concerns about children's welfare	3.1 Identify who to contact when there are safeguarding concerns about children
	3.2 Outline recording and reporting procedures in relation to a child's welfare in own setting
	3.3 Outline the differences between: <ul style="list-style-type: none"> <li>• observation</li> <li>• fact</li> <li>• information gained from others</li> <li>• opinion</li> </ul>
	3.4 Explain the importance of reporting concerns and sharing information in relation to children's welfare, including mental health
	3.5 Summarise the term 'whistleblowing' and how this relates to your role

<b>Learning outcomes (LOs)</b>	<b>Assessment criteria (AC)</b>
The learner will:	The learner can:
4. Understand how to support children to keep themselves safe	4.1 Explain the importance of supporting children to keep themselves safe
	4.2 Identify where to get advice, support and further information on issues to do with safeguarding children
	4.3 Describe strategies that could be used to support children to keep themselves safe: <ul style="list-style-type: none"> <li>• when away from adults</li> <li>• when online</li> <li>• with their peers</li> <li>• if they are being bullied</li> </ul>
5. Be able to support children to keep themselves safe	5.1 Demonstrate how to raise children's awareness of personal safety according to their age and individual needs
	5.2 Support children's awareness of the risks associated with the use of <b>electronic communications</b>

<b>Range</b>
<b>2.</b> Understand the different forms of abuse that can affect children from a playwork context
<b>2.1 Abuse:</b>
Learners must be able to describe a minimum of 5 types of abuse.
Delivery should raise awareness of the following types of abuse:
<ul style="list-style-type: none"> <li>• physical</li> <li>• emotional</li> <li>• sexual</li> <li>• neglect</li> <li>• bullying</li> <li>• domestic</li> <li>• child exploitation</li> <li>• peer on peer</li> <li>• female genital mutilation (FGM)</li> <li>• fabricated and induced illness</li> <li>• extremism and radicalisation</li> </ul>
<b>2.2 Contribute:</b>
Learners must be able to describe a minimum of 4 factors that may contribute to a child being more vulnerable to abuse.

**Range**

**5.** Be able to support children to keep themselves safe

**5.2 Electronic communications:**

For example:

- social networking
- online gaming
- emails
- mobile phones
- internet

**Delivery and assessment guidance**

LO5 must be assessed in a real work environment (RWE).

**4.2** Delivery should include raising learners' awareness of reliable sources of support, advice and further information from charities, children's organisations, local authorities, or even own organisation (for example, learners may require support if they have dealt with a safeguarding incident, need advice on processes and need further information on topics such as types of abuse, supporting families or bullying).

This unit could be assessed through:

- written tasks
- direct observation (followed by Q&A as appropriate)
- reflective account
- planned professional discussion

Relationship to national occupational standards (NOS):

- SKAPW53: Contribute to the health, safety and wellbeing of children and young people in the playwork setting
- SKAPW54: Identify safeguarding concerns relating to children and young people in the playwork setting

**L2PW11 Support the work of the playwork team (D/650/0584)**

Unit summary				
This unit covers the knowledge and skills required to work as part of an effective playwork team.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>3 credits</b>	<b>21 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Understand different working relationships	1.1 Identify different working relationships that support effective team practice
	1.2 Identify others that may work with a playwork team
	1.3 Outline the role of others that may work with a playwork team
	1.4 Describe how partnership working can benefit children in a playwork context
2. Understand effective team working	2.1 Explain the meaning of effective teamwork
	2.2 Outline the importance of clear communication within a team
	2.3 Give examples of <b>types of issues</b> that may cause conflict within a playwork team
	2.4 Describe ways to resolve team conflict
	2.5 Describe when you would need to refer conflict to a senior member of staff
3. Understand how to contribute to improving a team's playwork practice	3.1 Describe the benefits of team meetings
	3.2 Explain ways of improving a team's playwork practice
4. Be able to support the work of a playwork team	4.1 Carry out own role and responsibilities within the team
	4.2 Communicate clearly with colleagues
	4.3 Interact with others in a way that supports effective teamwork
	4.4 Respond openly to differences of opinion and viewpoints of others
	4.5 Seek advice and support from relevant people when needed
	4.6 Offer suggestions to improve practice
	4.7 Reflect on own role within the playwork team

<b>Range</b>
<b>2. Understand effective team working</b>
<b>2.3 Types of issues:</b>
A minimum of 3 examples of types of issues that may cause conflict are required.

**Delivery and assessment guidance**

LO4 must be assessed in a real work environment (RWE).

This unit could be assessed through:

- written tasks
- planned professional discussion
- direct observation (followed by Q&A as appropriate)
- reflective account
- work products such as team meeting minutes documenting suggestions made by the learner

Relationship to national occupational standards (NOS):

- SKAALA52: Contribute to the work of your team
- SKAPW61: Evaluate to improve your own practice and the work of your playwork team

**L2PW12 Develop own practice (F/650/0585)**

<b>Unit summary</b>				
This unit covers the knowledge, understanding and elements of practice that playworkers need to reflect on and develop their own playwork practice.				
<b>Assessment</b>				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>3 credits</b>	<b>21 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Understand how reflection contributes to continuing professional development (CPD)	1.1 Outline what is meant by reflective practice and how it relates to the playwork principles
	1.2 Explain the importance of reflective practice and CPD for best practice
	1.3 Describe how own values, attitudes and experiences impact on playwork practice and why it is important to recognise and reflect on this
	1.4 Identify how children's actions can impact on the playworker
	1.5 Explain the importance of observations of play and feedback from children to improve own playwork practice
2. Be able to use reflective practice in playwork	2.1 Use feedback from children and others to reflect on own playwork practice
	2.2 Reflect on own practice in relation to the playwork principles
	2.3 Summarise how improvements to own professional development can positively impact the playwork setting
	2.4 Demonstrate how to use observations of children's play to inform own playwork practice
	2.5 Share own observations and reflections with colleagues to inform practice
3. Be able to improve own playwork practice	3.1 Work with an appropriate person to: <ul style="list-style-type: none"> <li>• identify own strengths and areas where playwork practice could improve</li> <li>• gather feedback</li> <li>• plan ways in which playwork practice could improve</li> <li>• identify goals and targets</li> <li>• plan personal development</li> </ul>
	3.2 Undertake CPD that is relevant to own goals and targets
	3.3 Reflect on how CPD opportunities have improved own practice

**Delivery and assessment guidance**

There is an opportunity for AC 2.1 and 2.2 to be cross-referenced or met by one reflective account should the learner cover the criteria of both AC in full.

The assessor must ensure that all AC are covered in full when considering cross referencing and a judgement of competency must be recorded.

This unit could be assessed through:

- written tasks
- reflective account
- planned professional discussion
- work products produced by the learner, such as:
  - development plans
  - target setting
  - strengths, weaknesses, opportunities and threats (SWOT) analysis
  - records of professional development activities

Relationship to national occupational standards (NOS):

- SKAPW61: Evaluate to improve your own practice and the work of your playwork team

**L2PWOP1 Carry out playwork in a school (H/650/0586)**

Unit summary				
This unit covers the knowledge and skills required to carry out playwork in a school setting. Learners can demonstrate their knowledge and skills during the school day as well as in before and after school clubs that support play that is freely chosen.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>4 credits</b>	<b>30 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how to carry out playwork in a school setting	1.1 Outline the importance of play in school settings
	1.2 Describe how play can enhance school experiences for children
	1.3 Outline the differences between play that is freely chosen and playful activities that may occur in a school setting
	1.4 Outline potential conflicts between playwork and the school agenda
	1.5 Outline the importance of children understanding the different expectations regarding the use of shared spaces
	1.6 Explain the importance of protecting the play space
	1.7 Describe how to advocate for play and playwork in a school setting
2. Be able to establish a play space within a school setting	2.1 Identify accessible play spaces
	2.2 Gain permission from others for the use of resources
	2.3 Advocate for children's play in a school setting
3. Be able to facilitate children's self-directed play in a school setting	3.1 Help children and <b>adults</b> understand where the play space exists
	3.2 Encourage children to take ownership and responsibility of the play space
	3.3 Protect the play process from interruptions and interventions from others
	3.4 Provide feedback about children's play experiences to school staff
	3.5 Reflect on own playwork practice in a school setting

Range
<b>3. Be able to facilitate children's self-directed play in a school setting</b>
<b>3.1 Adults:</b>
This may include:
<ul style="list-style-type: none"> <li>• other playworkers</li> <li>• school staff, such as: <ul style="list-style-type: none"> <li>○ teachers</li> <li>○ teaching assistance</li> <li>○ site manager</li> <li>○ external visitors/professionals</li> </ul> </li> </ul>

**Delivery and assessment guidance**

LO2 and LO3 must be carried out in a real work environment (RWE). This could be during the school day, in before or after school clubs, or during holiday play schemes in a school setting. Simulation is not permitted.

This unit could be assessed through:

- written tasks
- professional discussion
- reflective account
- direct observation (followed by Q&A where appropriate)
- expert witness testimony

Relationship to national occupational standards (NOS):

- TDASTL15: Support children and young people's play

**L2PWOP2 Contribute to providing food and drink in the playwork setting (J/650/0587)**

<b>Unit summary</b>				
This unit covers the knowledge and skills the learner needs to contribute to providing food and drink in a playwork setting.				
<b>Assessment</b>				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>4 credits</b>	<b>30 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Know how to contribute to providing food and drink in a playwork setting	1.1 Outline relevant legal requirements relating to the storage, preparation and serving of food
	1.2 Explain the effect of food and drink on children's play
	1.3 Identify the types of food and drink that are consistent with healthy eating
	1.4 Outline different dietary requirements that some children may have
	1.5 Explain the importance of children participating in the selection, preparation, serving and clearing away of food and drink
	1.6 Outline how food may be used as a play resource and the issues related to this
2. Be able to contribute towards providing food and drink in a playwork setting	2.1 Summarise own organisation's policies regarding the provision of healthy and nutritious food and drink
	2.2 Identify specific dietary requirement needs of children in own setting
	2.3 Use organisational guidelines to provide food and drink choices for children
	2.4 Risk assess children's involvement in food and drink preparation
	2.5 Involve children in the processes of preparation, serving and clearing away of food and drink, if that is what they want
	2.6 Explain how food storage and preparation in own setting meets organisational and legal requirements
	2.7 Be responsive to children who may need support or assistance with food or drink
	2.8 Encourage and support children's healthy eating

<b>Delivery and assessment guidance</b>
LO2 must be assessed in a real work environment (RWE).
This unit could be assessed through:
<ul style="list-style-type: none"> <li>• learner written tasks</li> <li>• reflective accounts</li> <li>• direct observation (followed by Q&amp;A where necessary)</li> <li>• planned professional discussion</li> <li>• work products such as risk assessment</li> </ul>
Relationship to national occupational standards (NOS):
<ul style="list-style-type: none"> <li>• SKAPW58: Provide food and drink in the playwork setting</li> </ul>

**L2PWOP3 Engage with parents, carers and families in the playwork setting (K/650/0588)**

<b>Unit summary</b>				
This unit covers the knowledge and skills required to engage with parents, carers and families in the playwork setting. Learners will gain the knowledge and skills needed to establish effective relationships and support parents, carers and families as well as deal with issues or complaints.				
<b>Assessment</b>				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>6 credits</b>	<b>45 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Understand how to communicate with parents, carers and families	1.1 Outline the importance of clear communication with parents, carers and families
	1.2 Describe a range of ways of communicating with parents, carers and families
	1.3 Outline different types of communication barriers that a playworker may experience when working with parents, carers and families
	1.4 Describe strategies to overcome communication difficulties with parents, carers and families
	1.5 Clarify the importance of listening to parents, carers and families and understanding their views
	1.6 Describe the importance of confidentiality
	1.7 Describe how to balance the need to respect confidential information with parents, carers and families about the welfare of the child
2. Understand how to contribute to working relationships with parents, carers and families	2.1 Explain why good working relationships with parents, carers and families are important to effective playwork
	2.2 Identify a range of issues affecting parents, carers and families including social, cultural and economic pressures
	2.3 Identify a range of the needs and expectations that parents, carers and families may have
	2.4 Explain how to balance the needs and expectations of parents, carers and families with the agreed procedures and policies of the organisation and the rights of the child
	2.5 Describe typical situations that may cause conflict when working with parents, carers and families
	2.6 Describe how the playworker could deal with conflict with parents, carers and families
	2.7 Outline own organisation's complaints procedure
3. Know how to involve parents, carers and families in the playwork setting	3.1 Identify types of opportunities parents, carers and families could become involved with in the playwork setting
	3.2 Describe policies and procedures for involving parents, carers and families in the playwork setting

<b>Learning outcomes (LOs)</b>	<b>Assessment criteria (AC)</b>
The learner will:	The learner can:
4. Be able to communicate with and contribute to working relationships with parents, carers and families	4.1 Initiate relationships with parents, carers and families in a way that helps them to feel welcome and valued in the playwork setting
	4.2 Hold conversations with parents, carers and families that support effective relationships
	<b>4.3 Demonstrate different types of communication methods with parents, carers and families</b>
	4.4 Exchange information with parents, carers and families in ways that meet their needs and the needs of children
	4.5 Respond positively to suggestions made from parents, carers and families
	4.6 Demonstrate how to follow confidentiality procedures when working with parents, carers and families
	4.7 Show that parents', carers' and families' diversity and individuality are valued
	4.8 Respond professionally to issues or complaints from parents, carers and families according to organisational procedures
	4.9 Reflect on own role in relation to working with parents, carers and families
5. Be able to support the involvement of parents, carers and families in the playwork setting	5.1 Encourage parents, carers and families to understand the values and policies of the playwork setting and children's freely chosen play
	5.2 Inform parents, carers and families of the types of opportunities that exist for their involvement in the playwork setting
	5.3 Support parents, carers and families to become involved in the playwork setting giving them the information they need to do so

<b>Range</b>
4. Be able to communicate with and contribute to working relationships with parents, carers and families
<p><b>4.3 Different types of communication methods with parents, carers and families:</b></p> <p>Could include:</p> <ul style="list-style-type: none"> <li>• verbal</li> <li>• electronic: <ul style="list-style-type: none"> <li>○ text</li> <li>○ email</li> <li>○ group messaging platform</li> </ul> </li> <li>• written: <ul style="list-style-type: none"> <li>○ letter</li> <li>○ newsletter</li> <li>○ information board/display</li> </ul> </li> </ul> <p>The learner must be able to demonstrate a minimum of 2 different types of communication methods.</p>

### Delivery and assessment guidance

LO4 and LO5 must be assessed in a real work environment (RWE).

**3.2** Learners should gain an understanding of policies and procedures when involving parents, carers and families in the playwork setting, such as:

- volunteer induction
- confidentiality
- not being left alone with children
- levels of engagement, emergencies

**4.9** Simulation or a case study may be permitted if no naturally occurring evidence arises during the course of the qualification.

**LO5** If naturally occurring evidence is not available, a case study or scenario should be presented to the learner for them to fully demonstrate how they would support the involvement of parents, carers and families in the playwork setting. The assessor must ensure all AC are covered in full.

This unit could be assessed through:

- learner written task
- reflective account
- direct observation (followed by Q&A, where necessary)
- planned professional discussion
- expert witness testimony
- work products that the learner has produced or contributed to, such as:
  - communications with parents
  - electronic communications
  - letters, newsletters
  - information leaflets
  - notice boards
- simulation (AC 4.9 only)
- case study/scenario (AC 4.9, 5.1–5.3 only)

Relationship to national occupational standards (NOS):

- SKAPW55: Contribute to the development and maintenance of relationships with children, young people and others in the playwork setting

**L2PWOP4 Establish and facilitate playwork in a non-dedicated setting (L/650/0589)**

<b>Unit summary</b>				
<p>This unit includes the knowledge and skills required to carry out playwork in a non-dedicated setting. It is about carrying out playwork and supporting play that is freely chosen in shared spaces and settings whose main purpose is not playwork (for example, hospitals, specialist centres, outdoor centres or sport and leisure centres).</p> <p>This unit is for playworkers who do not have responsibility for others, but who make a significant contribution to supporting play.</p>				
<b>Assessment</b>				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>6 credits</b>	<b>45 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Know how to carry out playwork in a non-dedicated setting	1.1 Summarise a range of <b>non-dedicated settings</b> where playwork could take place
	1.2 Outline policies and procedures relevant to providing opportunities for play in non-dedicated settings
	1.3 Describe how play can enhance experiences for children in different settings
	1.4 Compare the differences between playwork and play-based activities that may occur in non-dedicated settings
	1.5 Describe potential conflicts that may occur between the play process and <b>other agendas</b> in a non-dedicated setting
	1.6 Explain strategies to resolve conflicts between the play process and other agendas
	1.7 Distinguish between the role of the playworker and other staff working in non-dedicated settings
	1.8 Explain why it is important that children understand that different expectations may be placed on the way they use shared spaces
	1.9 Describe ways to advocate for play and playwork in a non-dedicated setting
2. Be able to prepare a play space within a non-dedicated setting	2.1 Identify areas, resources and equipment that have been agreed with appropriate people in the non-dedicated setting to provide opportunities for play that is freely chosen and self-directed
	2.2 Interact with children to establish their needs and preferences for their play
	2.3 Support children and <b>others</b> to understand where the play space exists
	2.4 Explain to children and others the difference, in terms of expectations, between the play space and other spaces within the non-dedicated setting
	2.5 Demonstrate how to protect the play space that has been created from interventions and interruptions from others
	2.6 Advocate for children's play within a non-dedicated setting

<b>Learning outcomes (LOs)</b>	<b>Assessment criteria (AC)</b>
The learner will:	The learner can:
3. Be able to facilitate playwork in a non-dedicated setting	3.1 Form agreements with the children about how the space will be used, in line with the playwork principles and the organisation's policies
	3.2 Encourage children to take ownership of and responsibility for the play space created
	3.3 Respond to any conflict or issues that may arise regarding shared spaces in a way that will maintain professional relationships
	3.4 Gather feedback from children and others about playwork in a non-dedicated setting
	3.5 Reflect on how the needs and preferences of children have been met in a non-dedicated setting

<b>Range</b>
1. Know how to carry out playwork in a non-dedicated setting
<p><b>1.1 Non-dedicated settings:</b></p> <p>Are those whose purpose is not solely playwork, but one where playwork could occur.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• educational settings</li> <li>• health settings</li> <li>• leisure settings</li> </ul> <p><b>1.5 Other agendas:</b></p> <p>Are those relevant to the main purpose of the setting.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• an educational setting's main agenda is curriculum based</li> <li>• a hospital setting's main agenda is health and medical focused</li> <li>• a leisure setting's main agenda could be sport and leisure, instructional or adult-led activities</li> </ul>
2. Be able to prepare a play space within a non-dedicated setting
<p><b>2.3 Others:</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• playworkers</li> <li>• other staff</li> <li>• visitors</li> <li>• parents/carers</li> </ul>

**Delivery and assessment guidance**

LO2 and LO3 must be assessed in a real work environment (RWE).

This unit could be assessed through:

- written task
- direct observation (followed by Q&A if required)
- work products that the learner has produced or contributed to, such as:
  - records of agreements
  - records of conflicts
  - feedback records
- planned professional discussion
- reflective account
- expert witness testimony

Relationship to national occupational standards (NOS):

- SKAPW63: Establish and facilitate play in a non-dedicated playwork setting

**L2PWOP5 Prepare and facilitate specific play opportunities (T/650/0590)**

<b>Unit summary</b>				
This unit explores the knowledge and skills required to plan, prepare and facilitate specific play opportunities at children's request. This may be a single play opportunity requested by one child or new opportunities requested by several children. Children may or may not choose to be involved in the planning and taking part will always be optional.				
<b>Assessment</b>				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>6 credits</b>	<b>45 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Understand the principles of planning and facilitating specific play opportunities at children's request	1.1 Describe reasons for planning specific play opportunities
	1.2 Describe how the playwork principles are upheld in the context of a specific play opportunity
	1.3 Outline the importance of involving children in planning and facilitating specific play opportunities
	1.4 Explain ways to involve children in the planning process
	1.5 Identify the potential barriers children may experience in accessing specific play opportunities
	1.6 Explain how to overcome potential barriers children may experience in accessing specific play opportunities
	1.7 Explain the importance of an inclusive approach when planning and implementing specific play opportunities
	1.8 Explain when a specific play opportunity may not be appropriate
2. Know how to plan and prepare specific play opportunities at children's request	2.1 Explain the importance of plans being based on the needs and preferences of children
	2.2 Describe the planning process when preparing specific play opportunities
	2.3 Explain why gaining permission for specific play opportunities is required
	2.4 Explain the importance of developing group agreements for specific play opportunities
	2.5 Describe how to work with others to develop group agreements for specific play opportunities
	2.6 Outline why it is important to ensure own physical and emotional competence appropriate to a specific play opportunity
3. Know how to facilitate a specific play opportunity at the request of children	3.1 Explain the process of facilitating specific opportunities in the context of intervention styles
	3.2 Describe how to minimise the impact on the environment when facilitating a specific play opportunity
	3.3 Describe the levels of supervision required for a range of specific play opportunities
4. Be able to plan a specific play opportunity	4.1 Identify ideas for a specific play opportunity appropriate to the playwork setting
	4.2 Involve the children in planning the opportunity if they choose
	4.3 Create a <b>plan</b> for the chosen specific play opportunity

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
5. Be able to prepare a specific play opportunity	5.1 Select, obtain and safety check resources for the play opportunity
	5.2 Ensure appropriate permissions are gained in relation to the play opportunity
6. Be able to implement a specific play opportunity	6.1 Introduce the play opportunity using inclusive methods
	6.2 Involve only those who wish to take part for as long as they wish to take part
	6.3 Take on an <b>appropriate role</b> in the play opportunity, adapting the role if appropriate
	6.4 Adapt the plan to respond to children's individual needs and preferences
	6.5 Reflect on the specific play opportunity in relation to the playwork principles

<b>Range</b>
<b>4.</b> Be able to plan a specific play opportunity
<b>4.3 Plan:</b>  Must include: <ul style="list-style-type: none"> <li>• reasons for undertaking the opportunity</li> <li>• health and safety considerations</li> <li>• children's needs and preferences</li> <li>• inclusion</li> <li>• resources required</li> <li>• permissions required</li> <li>• methods and content</li> <li>• contingencies</li> <li>• monitoring</li> <li>• evaluation</li> </ul>
<b>6.</b> Be able to implement a specific play opportunity
<b>6.3 Appropriate role:</b>  May include: <ul style="list-style-type: none"> <li>• observing</li> <li>• leading</li> <li>• taking part</li> <li>• facilitating</li> </ul>

<b>Delivery and assessment guidance</b>
LO1 and LO2 may be approached as one task and there may be opportunities for holistic assessment.  The assessor must ensure that all AC are covered in full when considering cross referencing and a judgement of competency must be recorded.  LOs 4, 5 and 6 must be assessed in a real work environment (RWE).  <b>3.3</b> The learner must describe levels of supervision for a minimum of 3 specific play opportunities.

**Delivery and assessment guidance**

This unit could be assessed through:

- written tasks
- planned professional discussion
- direct observation (followed by Q&A where appropriate)
- reflective account
- work products produced by the learner, such as:
  - planning records
  - evidence of permissions
  - risk assessment of specific play opportunity

Relationship to national occupational standards (NOS):

- SKAPW51: Prepare and facilitate specific play opportunities

**L2PWOP6 Support children's travel outside the playwork setting (Y/650/0591)**

Unit summary				
This unit provides the knowledge and skills the learner needs to support children's travel outside the playwork setting. This may include trips off-site or travel to and from the playwork setting. It also covers considerations that should be taken when planning travel arrangements.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>6 credits</b>	<b>45 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Understand policies and procedures for children's travel outside the playwork setting	1.1 Describe legal requirements and organisation's policies for children's travel outside the playwork setting
	1.2 Describe arrangements and preparations that need to be made for different <b>types of journeys</b> off-site
	1.3 Outline the importance of providing children and <b>others</b> with up-to-date and accurate information about travel arrangements in good time
	1.4 Identify information that should be collected about children
	1.5 Explain why it is important that the information held about children is correct
2. Understand how to support children's travel outside the playwork setting	2.1 Outline the importance of agreed plans being followed
	2.2 Identify issues that might occur when supporting children's travel
	2.3 Describe contingency arrangements appropriate to issues that may arise when children are travelling
	2.4 Describe how to agree ways to keep safe during travel with children
	2.5 Describe feelings and behaviour that children may experience when moving between environments
	2.6 Outline how the playworker could support children's feelings and behaviour about travel
3. Be able to support the arrival and departure of children during travel outside the playwork setting	3.1 Gather information about the children to be dropped off/picked up
	3.2 Communicate arrangements to other staff when relevant
	3.3 Inform children about health, safety and security issues relating to arriving at and leaving the playwork setting
	3.4 Follow <b>organisational procedures</b> during children's arrival and departure
	3.5 Support children's feelings and behaviour about travel
	3.6 Respond to issues that arise during the arrival or departure of children
4. Be able to support children during travel outside the playwork setting	4.1 Support children to follow agreed ways of keeping safe during travel
	4.2 Offer children assistance when required or requested during travel
	4.3 Encourage children to look after their belongings
	4.4 Reflect on supporting children's travel outside the playwork setting

<b>Range</b>
<p><b>1. Understand policies and procedures for children's travel outside the playwork setting</b></p> <p><b>1.2 Types of journeys:</b></p> <p>Could include:</p> <ul style="list-style-type: none"> <li>• on foot</li> <li>• on public transport</li> <li>• using a private or hired vehicle</li> </ul> <p><b>1.3 Others:</b></p> <p>Could include:</p> <ul style="list-style-type: none"> <li>• staff</li> <li>• volunteers or other visitors</li> <li>• parents/carers</li> </ul>
<p><b>3. Be able to support the arrival and departure of children during travel outside the playwork setting</b></p> <p><b>3.4 Organisational procedures:</b></p> <p>Could include:</p> <ul style="list-style-type: none"> <li>• supervising the arrival and departure of children</li> <li>• ratios</li> <li>• checking all children have been accounted for</li> <li>• dealing with any issues when children are arriving or leaving</li> <li>• designated meeting points</li> <li>• consent</li> <li>• risk assessments</li> </ul>

<b>Delivery and assessment guidance</b>
<p>LO3 and LO4 must be assessed in a real work environment (RWE).</p> <p>This unit could be assessed through:</p> <ul style="list-style-type: none"> <li>• written tasks</li> <li>• direct observation (followed by Q&amp;A as appropriate)</li> <li>• planned professional discussion</li> <li>• reflective account</li> <li>• work products that the learner has produced or contributed to, such as: <ul style="list-style-type: none"> <li>○ planning records</li> <li>○ risk assessments</li> <li>○ consent forms</li> </ul> </li> </ul> <p>Relationship to national occupational standards (NOS):</p> <ul style="list-style-type: none"> <li>• SKAPW60: Support children and young people when travelling outside the playwork setting</li> <li>• SKAOP15: Arrange and supervise travel</li> </ul>

## L2PWOP7 Support children with additional needs and disabilities in a playwork setting (A/650/0592)

<b>Unit summary</b>				
<p>The aim of this unit is to develop a playworker's skills in supporting children with additional needs and disabilities in a playwork setting. The focus is to build on existing knowledge gained through the mandatory units.</p> <p>It is aimed at playworkers who do not hold full responsibility but make a significant contribution to supporting play. Playworkers may be working or volunteering in a specialist setting, provide one-to-one support in a playwork setting or work alongside others to support children with additional needs and disabilities.</p>				
<b>Assessment</b>				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>4 credits</b>	<b>30 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Be able to carry out playwork with children with additional needs and disabilities	1.1 Establish the specific needs and play preferences of children
	1.2 Support children with additional needs and disabilities to explore the playwork setting
	1.3 Recognise and interpret play cues from children with additional needs and disabilities
	1.4 Support play around the interests and abilities of individual children with additional needs and disabilities
	1.5 Support children with additional needs and disabilities to make choices
	1.6 Adapt resources and the environment to extend play possibilities for children with additional needs and disabilities
	1.7 Use appropriate interventions to allow a child or young person with additional needs and disabilities to engage in play that is freely chosen and self-directed
	1.8 Support play to come to an end in a way that is sensitive to children's specific needs
2. Be able to reflect on inclusive play practice	2.1 Review the play provision in relation to inclusion
	2.2 Reflect on inclusive play practice

<b>Delivery and assessment guidance</b>
<p>Delivery and assessment should meet the specific requirements as applicable to home nations.</p> <p>LO1 and LO2 must be assessed in a real work environment (RWE).</p> <p>There are opportunities to cross reference LO1 and LO2 within LO6 of unit L2PW3 Meeting children's needs in a playwork setting (F/650/0576).</p> <p>The assessor must ensure that all AC are covered in full when considering cross referencing and a judgement of competency must be recorded.</p>

**Delivery and assessment guidance**

This unit could be assessed through:

- direct observation (followed by Q&A as appropriate)
- reflective account
- professional discussion

Relationship to national occupational standards (NOS):

- SKAPW57: Contribute to supporting disabled children and young people in the playwork setting
- SCDCCLD0209: Support a child with additional support needs

**L2PWOP8 Support outside play (D/650/0593)**

<b>Unit summary</b>				
The aim of this unit is to explore the benefits of playing outside to children's holistic health. The role of the playworker will be embedded throughout this unit and any learning outcome (LO) beginning with 'be able to' requires evidence that is generated from a real playwork setting.				
<b>Assessment</b>				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>3 credits</b>	<b>30 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Understand benefits of playing outside to a child's holistic health	1.1 Describe how playing outside benefits children
	1.2 Identify barriers to accessing outside play
	1.3 Summarise the benefits of adventure playgrounds for children's holistic health
2. Understand the role of the playworker during outside play	2.1 Explain the role of the playworker during outside play
	2.2 Reflect on findings of research around the benefits of outside play
3. Be able to support play outside	3.1 Reflect on how own playwork setting provides outside play
	3.2 Analyse observational records considering how children play outside
	3.3 Make recommendations to improve own practice in relation to outside play
4. Understand influences on perceptions of children playing outside	4.1 Describe influence of media relating to health, safety and safeguarding on access to playing outside
	4.2 Outline ways the playworker can positively advocate for or promote playing outside
	4.3 Summarise key findings from a study on children's outside play

<b>Delivery and assessment guidance</b>
LO3 must be assessed in a real work environment (RWE).
<b>1.1</b> The learner should be able to describe 4 benefits of playing outside for children.
This unit could be assessed through:
<ul style="list-style-type: none"> <li>written task</li> <li>reflection</li> <li>direct observation</li> <li>professional discussion</li> </ul>
Relationship to national occupational standards (NOS):
<ul style="list-style-type: none"> <li>SKAPW50: Create playwork settings that support freely chosen self-directed play</li> <li>SKAPW63: Establish and facilitate play in a non-dedicated playwork setting</li> </ul>

**L2PWOP9 Support children to develop identity and wellbeing (F/650/0594)**

<b>Unit summary</b>				
The aim of this unit is to explore how children's identity and sense of wellbeing can be supported through play. This includes supporting children to develop a positive self-image, enhance their self-esteem and improve their self-reliance. Learning outcomes (LOs) that begin with 'be able to' require assessment to be derived from a real playwork setting.				
<b>Assessment</b>				
This unit is internally assessed via a portfolio of evidence.				
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>3 credits</b>	<b>30 GLH</b>

<b>Learning outcomes (LOs)</b> The learner will:	<b>Assessment criteria (AC)</b> The learner can:
1. Understand the importance of self-identity for emotional wellbeing	1.1 Outline factors impacting the development of children's self-identity
	1.2 Explain the role of self-identity for emotional wellbeing
	1.3 Identify ways self-identity can impact on a child's sense of belonging
2. Understand the role of the playworker with regard to children developing self-identity	2.1 Explain the importance of a child-centred playwork setting for a child's developing self-identity
	2.2 Reflect on ways of working that support children's developing identity
3. Be able to reflect on practice in a playwork setting	3.1 Consult with children in order to improve ways to support children's identity and wellbeing in a playwork setting
	3.2 Identify recommendations to improve practice
	3.3 Share recommendations for change with own team in a playwork setting
4. Understand the relevance of identity for a child's mental health	4.1 Analyse the impact of neglecting the importance of a child's identity for their emotional wellbeing

<b>Delivery and assessment guidance</b>
LO3 must be assessed in a real work environment (RWE).
Learners should understand how to support children to identify with and take pride in their own self-image and ethnic, cultural and sexual identity through their play.
This unit could be assessed through:
<ul style="list-style-type: none"> <li>• portfolio of evidence such as evidence from consulting with children or making recommendations to the playwork team – this could inform reflection or professional discussion</li> <li>• direct observation</li> <li>• reflective account</li> </ul>
Relationship to national occupational standards (NOS):
<ul style="list-style-type: none"> <li>• SKAPW68: Contribute to the development and review of policies and procedures relating to the rights of children and young people</li> <li>• SCDHSC0312: Support children and young people to develop a positive identity and emotional wellbeing</li> </ul>

### Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for the individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your external quality assurer with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the learning outcomes (LOs) associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that follow this table.

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
A	Direct observation of learner by assessor: <ul style="list-style-type: none"> <li>by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence: <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>	Yes	Yes
I	Recognition of prior learning	Yes	Yes

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
J	Reflection on own practice in real work environment (RWE)	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by NCFE (for knowledge LOs)	No	Yes
N	Oral questions and answers	Yes	Yes

\* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance

\*\* **Simulation.** A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

### Assessment strategies and principles relevant to this qualification

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

## NCFE assessment principles for adult care, childcare and health qualifications

### 1. Introduction

1.1 These principles and approaches to unit/qualification assessments should be read alongside individual unit assessment requirements, where appropriate.

1.2 These principles will ensure a consistent approach to those elements of assessment that require further interpretation and definition, and support sector confidence.

1.3 The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the Sector Skills Council and/or NCFE assessment principles for the unit they are assessing or quality assuring.

### Assessing knowledge, competence and skills

Learners will need to meet all of the assessment criteria (AC) for knowledge, competence and skills included in the qualification using appropriate assessment methods.

### Practical skills competence

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based LOs. Further information and guidance can be found below.

### 2. Assessment principles

2.1 Assessment decisions for competence and skills-based LOs must relate to experience gained in a RWE.

2.2 Assessment decisions for competence and skills-based LOs must be made by an occupationally competent assessor, qualified to make assessment decisions.

2.3 Competence and skills-based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence-based LOs where this is specified in the assessment requirements.

2.5 Given the nature of working with children, young people, service users and their families (if applicable), which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an expert witness testimony as a source of performance evidence in the workplace.

Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise of specialist areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions. See also section 4.5.

The centre should enable expert witnesses to provide and present their evidence in an efficient way that does not compromise validity and reliability. This could include the following:

- the use of voice and audio recordings
- through remote discussions where the main assessor could scribe the expert witness contributions (for example, via Microsoft Teams or Zoom)
- over the telephone where the assessor could scribe the testimony

Additionally, centres must adapt their internal quality assurance (IQA) strategies to ensure that assessor judgements based on expert witness testimonies are prioritised for standardisation and sampling activities.

Professional discussion and reflective accounts can be used to support other forms of evidence but are not direct evidence sources that can replace the observation requirement.

2.6 Assessment of knowledge-based LOs may take place inside or outside of a real work environment.

2.7 Assessment decisions for knowledge-based LOs must be made by an occupationally knowledgeable member of staff, qualified to make assessment decisions. The centre with whom the learners are registered will be responsible for making all assessment decisions. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based LOs.

### **Remote technology**

2.8 The use of remote technology is prohibited within early years, school, childcare, health and adult care settings where there is a potential risk of users of the service, or their carers/families, being inadvertently seen or heard. This includes the use of all recording and streaming devices such as mobile phones, laptops and tablets. Please note that technology must not be used to view assessments remotely, even when not recording. For example, assessors cannot complete remote observations to prove competency by viewing learners 'live' using remote technology.

The use of remote technologies could be considered to support aspects of the learner's performance. For example, this may include planning sessions, online meetings and remote activities in which the learner is contributing and where the assessor could also attend remotely or observe through use of technology. In these examples, the learner **must** be in an environment away from any children, young people, service users and their families. The use of technologies could also be considered for capturing expert witness testimonies.

### 3. Internal quality assurance (IQA)

3.1 IQA is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out IQA must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

#### Knowledge learning outcomes (LOs):

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

#### Competence and skills learning outcomes (LOs):

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### 4. Definitions

#### 4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuous learning and professional development.

#### 4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuous learning and professional development.

#### 4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment.

Assessors of these qualifications should be appropriately qualified to make assessment decisions. Although it is not a specific requirement of these qualifications, we consider it to be good practice for assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification is not held, assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the assessor should be occupationally knowledgeable. They should have relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the assessor should be occupationally competent. They should be able to carry out the requirements of the units they are assessing. This competence should be demonstrable through relevant qualifications/experience and at an equivalent or higher level than the units under assessment. The following are examples of qualifications/roles that tutors/teachers/assessors may hold to be able to make decisions involving the assessment of learners:

- an assessor qualification such as D32/D33, A1/A2 or a Level 3 Award/Certificate in Assessing Vocationally Related Achievement
- Qualified Teacher Status/Early Years Professional Status
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)

Any examples given are not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment roles. Centres seeking further clarification should contact their external quality assurer in the first instance.

#### 4.4 Qualified to make quality assurance decisions:

NCFE will determine what qualifications and/or experience is required in relation to the:

- role of the assessor for knowledge-based assessment criteria AC
- role of the assessor for competence and skills-based AC
- role of the internal quality assurer

#### 4.5 Expert witness:

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have **either** any qualification in assessment of workplace performance **or** a professional work role that involves evaluating the everyday practice of staff
- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- they can demonstrate appropriate, continuing professional development (CPD) relevant to the sector for which they are attesting competence
- that they have no conflict of interest in the outcome of the evidence

### Section 3: explanation of terms

This table explains how the terms used at level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between 2 or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points...)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points. (some description may also be necessary to gain higher marks when using compensatory marking).
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Perform</b>	Do something (take an action/follow an instruction) which the question or task asks or requires.
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration, or other suitable format.
<b>Provide</b>	Give relevant information about a subject.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource, or piece of information as asked in the question or task.

This table explains how the terms used at level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Explain how existing knowledge can be linked to new or different situations in practice.
<b>Analyse</b>	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
<b>Clarify</b>	Explain the information in a clear, concise way.
<b>Classify</b>	Organise according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequential or logical order.
<b>Compare</b>	Examine the subjects in detail and consider the similarities and differences.
<b>Critically compare</b>	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
<b>Consider</b>	Think carefully and write about a problem, action, or decision.
<b>Demonstrate</b>	Show an understanding by describing, explaining, or illustrating using examples.
<b>Describe</b>	Write about the subject giving detailed information in a logical way.
<b>Develop (a plan/idea which...)</b>	Expand a plan or idea by adding more detail and/or depth of information.
<b>Diagnose</b>	Identify the cause based on valid evidence.
<b>Differentiate</b>	Identify the differences between 2 or more things.
<b>Discuss</b>	Write a detailed account giving a range of views or opinions.
<b>Distinguish</b>	Explain the difference between 2 or more items, resources, pieces of information.
<b>Draw conclusions (which...)</b>	Make a final decision or judgement based on reasons.
<b>Estimate</b>	Form an approximate opinion or judgment using previous knowledge or considering other information.
<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
<b>Explain</b>	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.

<b>Extrapolate</b>	Use existing knowledge to predict possible outcomes which might be outside the norm.
<b>Identify</b>	Recognise and name the main points accurately. (some description may also be necessary to gain higher marks when using compensatory marking).
<b>Implement</b>	Explain how to put an idea or plan into action.
<b>Interpret</b>	Explain the meaning of something.
<b>Judge</b>	Form an opinion, or make a decision.
<b>Justify</b>	Give a satisfactory explanation for actions or decisions.
<b>Perform</b>	Carry out a task or process to meet the requirements of the question.
<b>Plan</b>	Think about and organise information in a logical way using an appropriate format.
<b>Provide</b>	Identify and give relevant and detailed information in relation to the subject.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
<b>Review and revise</b>	Look back over the subject and make corrections or changes.
<b>Select</b>	Make an informed choice for a specific purpose.
<b>Show</b>	Supply evidence to demonstrate accurate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences or paragraphs.
<b>Summarise</b>	Give the main ideas or facts in a concise way.

## **Section 4: support**

### **Support materials**

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learner's evidence tracking log (LETL)
- qualification factsheet

### **Other support materials**

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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

## Appendix A

### Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

### Mandatory units

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
	L2PW1	A/650/0574	Understand the playwork principles	2	3	21	
	L2PW2	D/650/0575	Understand the playwork setting	2	3	29	
	L2PW3	F/650/0576	Meeting children’s needs in a playwork setting	2	3	26	
	L2PW4	H/650/0577	Child-centred practice in a playwork setting	2	3	26	
	L2PW5	J/650/0578	Understand how to support children with additional needs and disabilities in a playwork setting	2	3	36	
	L2PW6	K/650/0579	Support relationships in a playwork setting	2	3	24	
	L2PW7	R/650/0580	Support children’s play	2	4	26	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
L2PW8	T/650/0581	Supporting health, safety and security in the playwork setting	2	4	35	
L2PW9	Y/650/0582	Risk benefit for children	2	4	25	
L2PW10	A/650/0583	The safeguarding and welfare of children in a playwork setting	2	4	32	
L2PW11	D/650/0584	Support the work of the playwork team	2	3	21	
L2PW12	F/650/0585	Develop own practice	2	3	21	

### Optional units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
L2PWOP1	H/650/0586	Carry out playwork in a school	2	4	30	
L2PWOP2	J/650/0587	Contribute to providing food and drink in the playwork setting	2	4	30	
L2PWOP3	K/650/0588	Engage with parents, carers and families in the playwork setting	2	6	45	
L2PWOP4	L/650/0589	Establish and facilitate playwork in a non-dedicated setting	3	6	45	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
L2PWOP5	T/650/0590	Prepare and facilitate specific play opportunities	3	6	45	
L2PWOP6	Y/650/0591	Support children's travel outside the playwork setting	2	6	45	
L2PWOP7	A/650/0592	Support children with additional needs and disabilities in a playwork setting	2	4	30	
L2PWOP8	D/650/0593	Support outside play	2	3	30	
L2PWOP9	F/650/0594	Support children to develop identity and wellbeing	2	3	30	

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.