

NCFE

CACHE

Summary of 'Be able to' Assessment Criteria

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

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Section 1: introduction

This guidance has been created to support assessors and learners in identifying how the skills/competencies, 'be able to' learning outcomes (LOs) and assessment criteria (AC), can be evidenced within the Level 2 Diploma in Playwork.

This document will:

- provide an overview of each unit
- identify the AC that will be assessed as skills/competency in relation to the learner's own practical experience
- suggest assessment methods that can be applied to each AC
- enable planning for next steps and tracking in relation to assessment

To ensure that you are using the most up-to-date version of this Summary of 'Be able to' Assessment Criteria, please check the version number and date in the page footer against that of the Summary of 'Be able to' Assessment Criteria on the NCFE website.

Rules of use

This document **must** be used alongside the Qualification Specification to ensure all AC are appropriately met. This document **must** also refer to the recommended assessment methods available in section 2 of the Qualification Specification.

Supporting placement staff

This document may help to support placement staff by:

- listing all the skills/competencies the learner must achieve in order to evidence AC
- identifying the opportunities for expert witness testimony (EWT) – whilst there is no mandatory requirement for a professional development record to achieve the units, this document could be used as an opportunity for reflection with the learner

Further guidance

Your external quality assurer will be able to support you with the use of this document.

We have provided this guidance in Microsoft Word format to enable you to use the content more flexibly within your own course materials.

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Section 2: mandatory units**L2PW3 Meeting children's needs in a playwork setting (F/650/0576)**

This unit aims to develop knowledge and understanding of children's development from 4 to 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.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Assessor planning for next steps
6. Be able to contribute to an inclusive and stimulating playwork setting	6.1 Identify children's diverse needs	Professional discussion Reflective account Learner's own work products	
	6.2 Reflect on how your practice ensures children are central to practice	Professional discussion Reflective account	
	6.3 Adapt play spaces and resources to support inclusion	Direct observation Learner's own work products Expert witness testimony (EWT)	
	6.4 Reflect on how own playwork setting could be made more inclusive and stimulating	Professional discussion Reflective account	

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

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.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Assessor planning for next steps
4. Be able to advocate for play	4.1 Demonstrate participation with children when appropriate	Direct observation	
	4.2 Reflect on child-centred practice and the voice of the child in a playwork setting	Professional discussion Reflective account	
	4.3 Demonstrate how to promote the benefits of play to others	Direct observation Professional discussion Expert witness testimony (EWT)	

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

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.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Assessor planning for next steps
6. Be able to develop and maintain relationships with children	6.1 Communicate effectively with children	Direct observation	
	6.2 Interact with children in a way that is appropriate to the play process	Direct observation	
	6.3 Reflect on own practice in developing and maintaining relationships with children	Professional discussion Reflective account	
7. Be able to support children to establish and maintain relationships in a playwork setting	7.1 Support children's communication with others	Direct observation Professional discussion Reflective account	
	7.2 Encourage children to understand other people's individuality, diversity and differences	Direct observation Professional discussion Reflective account	
	7.3 Encourage children to understand and respect other people's feelings and points of view	Direct observation Professional discussion	
	7.4 Support children to be able to ask questions, offer ideas and make suggestions or complaints	Direct observation	
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	Direct observation Professional discussion Reflective account	

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Assessor planning for next steps
	8.2 Support children to understand and manage their emotions, feelings and actions	Direct observation Professional discussion	
	8.3 Support children to deal with conflict themselves	Direct observation Professional discussion Reflective account	
	8.4 Offer support to children who have been affected by the behaviour of other children	Direct observation Professional discussion Reflective account Expert witness testimony (EWT)	
9. Be able to demonstrate partnership working with others	9.1 Communicate effectively with others using a range of communication methods	Direct observation	
	9.2 Work co-operatively with others to meet the needs of children	Direct observation Reflective account EWT	
	9.3 Reflect on own practice in working with others	Reflective account	

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

This unit explores the knowledge and skills required to support children's play.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Assessor planning for next steps
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	Learner's own work products, such as: <ul style="list-style-type: none"> feedback from children 	
	3.2 Support children to create play spaces to meet their play needs and preferences	Direct observation	
	3.3 Support children to adapt play spaces when requested by the child	Direct observation	
4. Be able to support children's play	4.1 Assist with planning and providing loose parts	Direct observation Professional discussion Reflective account Expert witness testimony (EWT)	
	4.2 Be able to provide children with the opportunity to explore play spaces appropriate to their individual requirements	Direct observation	
	4.3 Observe children's play, responding to play cues	Direct observation	
	4.4 Take part in play when invited by children through their cues	Direct observation	
	4.5 Show appropriate interventions consistent with the theory to support or extend the play process	Direct observation	

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Assessor planning for next steps
	4.6 Intervene in children's play when their health, safety or welfare requires it	Direct observation Professional discussion Reflective account EWT	
	4.7 Support children in bringing play to an end, according to the level of involvement and the requirements of the organisation	Direct observation	
	4.8 Reflect on own role in supporting children's play	Reflective account	

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

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.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Assessor planning for next steps
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"> • accidents • signs of illness • emergency procedures • security procedures • hygienic practice 	Direct observation Learner's own work products, such as: <ul style="list-style-type: none"> • accident reports • fire evacuation records • hygienic practice records 	
	3.2 Support children to take responsibility for their own health, safety and security	Direct observation Professional discussion Reflective account	
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"> • support children to deal with the hazard • respond to and report the hazard 	Direct observation Professional discussion with supporting evidence from learner's own work products, such as: <ul style="list-style-type: none"> • records and reports Expert witness testimony (EWT)	
	5.2 Consult with others when unsure about how to assess and deal with a hazard	Direct observation Reflective account EWT	

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

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.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Assessor planning for next steps
2. Be able to undertake a risk benefit assessment	2.1 Demonstrate how to complete a risk benefit assessment	Direct observation Learner's own work products	
	2.2 Observe children who are engaging with elements of risk	Direct observation	
	2.3 Support children to manage risk for themselves	Direct observation	
	2.4 Intervene in self-directed play when the risk becomes unacceptable	Direct observation Reflective account Expert witness testimony (EWT)	
	2.5 Reflect on own practice in undertaking a dynamic risk benefit assessment	Reflective account	

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

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.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Assessor planning for next steps
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	Direct observation Professional discussion Reflective account	
	5.2 Support children's awareness of the risks associated with the use of electronic communications	Direct observation Professional discussion	

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

This unit covers the knowledge and skills required to work as part of an effective playwork team.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Assessor planning for next steps
4. Be able to support the work of a playwork team	4.1 Carry out own role and responsibilities within the team	Direct observation	
	4.2 Communicate clearly with colleagues	Direct observation	
	4.3 Interact with others in a way that supports effective teamwork	Direct observation	
	4.4 Respond openly to differences of opinion and viewpoints of others	Direct observation Professional discussion Reflective account Expert witness testimony (EWT)	
	4.5 Seek advice and support from relevant people when needed	Direct observation Reflective account EWT	
	4.6 Offer suggestions to improve practice	Direct observation Professional discussion with supporting evidence from learner's own work products, such as: <ul style="list-style-type: none"> • team meeting minutes documenting suggestions made by the learner • an appraisal EWT	
	4.7 Reflect on own role within the playwork team	Reflective account	

L2PW12 Develop own practice (F/650/0585)

This unit covers the knowledge, understanding and elements of practice that playworkers need to reflect on and develop their own playwork practice.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Assessor planning for next steps
2. Be able to use reflective practice in playwork	2.1 Use feedback from children and others to reflect on own playwork practice	Reflective account Learner's own work products	
	2.2 Reflect on own practice in relation to the playwork principles	Reflective account Professional discussion	
	2.3 Summarise how improvements to own professional development can positively impact the playwork setting	Written account Reflective account	
	2.4 Demonstrate how to use observations of children's play to inform own playwork practice	Professional discussion Reflective account Learner's own work products	
	2.5 Share own observations and reflections with colleagues to inform practice	Direct observation Professional discussion with supporting evidence from learner's own work products, such as: <ul style="list-style-type: none"> meeting records 	

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Assessor planning for next steps
<p>3. Be able to improve own playwork practice</p>	<p>3.1 Work with an appropriate person to:</p> <ul style="list-style-type: none"> • identify own strengths and areas where playwork practice could improve • gather feedback • plan ways in which playwork practice could improve • identify goals and targets • plan personal development 	<p>Professional discussion with supporting evidence from learner’s own work products, such as:</p> <ul style="list-style-type: none"> • appraisal • one-to-one meeting records • development plans <p>Expert witness testimony (EWT)</p>	
	<p>3.2 Undertake continuing professional development (CPD) that is relevant to own goals and targets</p>	<p>Professional discussion with supporting evidence from learner’s own work products, such as:</p> <ul style="list-style-type: none"> • appraisal • meeting records • development plans 	
	<p>3.3 Reflect on how CPD opportunities have improved own practice</p>	<p>Professional discussion Reflective account</p>	

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