



Qualification specification

**NCFE CACHE Level 3 Award in Transition to
Playwork
QN: 603/7635/1**

Qualification summary

Qualification title	NCFE CACHE Level 3 Award in Transition to Playwork		
Ofqual qualification number (QN)	603/7635/1	Aim reference	60376351
Guided learning hours (GLH)	36	Total qualification time (TQT)	80
UCAS	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.		
Credit value	8		
Minimum age	18		
Qualification purpose	The aim of this qualification is to provide learners, who have experience and who are qualified at level 3 in working with children, with an understanding of the playwork principles and theories that underpin playwork practice. The qualification also aims to cover how applying the playwork principles and theories provides a framework that enables and supports children's play, and their overall development. It also offers an opportunity for reflection on the learner's own practice and supports progression to competence-based playwork qualifications.		
Grading	Achieved/not yet achieved		
Assessment method	Internally assessed and externally quality assured portfolio of evidence.		
Work/industry placement experience	This qualification requires learners to be working or on practical placement as learners will need to achieve both knowledge and skills throughout the duration of the qualification, before certification.		

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Summary of changes

This document summarises the changes to this qualification specification.

This document summarises the changes to this qualification specification since the last version (Version 1.0 September 2021). Please check the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
1.0	September 2021	First publication
1.1	June 2022	<p>Further information added to the how this qualification is assessed section to confirm that 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.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support handbook section about how to access support handbooks.</p>
1.2	October 2023	Information regarding UCAS points added to page 2, Qualification Summary.

Section 1: introduction

Aims and objectives

This qualification aims to:

- focus on the study of playwork principles and theories that underpin playwork practice
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical skills

The objective of this qualification is to:

- build knowledge and skills needed to work with children and young people in a playwork environment

Support handbook

This qualification specification must be used alongside the mandatory support handbook on the qualifications page on the NCFE website, which 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.

Entry guidance

This qualification is designed for learners who work or wish to work with children and young people between the ages of 4 to 16 in play environments.

It may also be useful to learners studying qualifications in the following areas:

- supporting teaching and learning
- youthwork
- Forest Schools

Learners who wish to study this qualification must be at least 18 years old and must have 2 years' of childcare/education experience as well as one of the following:

- a full level 3 competency-based qualification in education or childcare or a historical qualification with education or childcare that would encompass early years, childcare, supporting teaching and learning, youthwork, Forest Schools
- an alternative regulated full level 3 competency-based qualification that recognises the ability of learners to work with children in the absence of their parents/caregivers (for example, residential childcare/social care with children/sports)

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes 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.

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

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **8 credits** from the **3** mandatory units.

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 learning outcomes 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:

- hospital playwork practitioner
- holiday club practitioner
- after school club practitioner
- adventure centre practitioner

Progression to higher-level studies

Level 3 qualifications aim to facilitate progression to higher-level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study of work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods

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 learning outcomes.

Real work environment (RWE) requirement

Where the assessment guidance for a unit allows, it is essential that organisations wishing to operate an RWE do so in an environment that reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This is often used to support simulation.

Work placement experience

This qualification requires learners to be working or on practical placement as learners will need to achieve in both knowledge and skills throughout the duration of the qualification, before certification.

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.

This qualification is internally assessed and externally quality assured.

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 must still be completed by the centre as per usual)

This qualification must be assessed in line with the playwork assessment strategy in section 2.

Unless stated otherwise in this qualification 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 all of the units that are internally assessed, which can be found in the internal assessment sample tasks 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 learning outcomes across each unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the curriculum team.

Each learner must create a portfolio of evidence, which demonstrates achievement of all the learning outcomes 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, learning outcomes, or assessment criteria
- 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 our website

Please refer to the playwork assessment strategy in section 2 for further information.

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 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.

Unit TP1 A playworker's understanding of playwork (M/618/7622)



Unit summary	This unit explores the knowledge and understanding of what play is and the importance of play in children's lives.
Credit value	2
Guided learning hours	9
Level	3
Mandatory/optional	Mandatory
NOS mapping	SKAPW50 – Create playwork settings that support freely chosen self-directed play SKAPW53 – Contribute to the health, safety and wellbeing of children and young people in the playwork setting SKAPW68 – Contribute to the development and review of policies and procedures relating to the rights of children and young people SKAPW75 – Develop and review policies and procedures relating to the rights of children and young people SKAPW93 – Manage, develop and review play provision

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor Initial and date
1. Understand children's play from a playwork perspective	1.1 Explain what is meant by freely chosen, personally directed and intrinsically motivated play		
	1.2 Explain why play is a biological, psychological and social necessity		
	1.3 Explain how play is fundamental to the healthy development and wellbeing of individuals and communities		
2. Understand children's right to play	2.1 Identify relevant articles of the United Nations Convention on the Rights of the Child (UNCRC) in relation to play		
	2.2 Explain how General Comment 17 (2013) supports the playwork approach		
	2.3 Describe why it is important for policies and procedures to reflect the child's right to play		
3. Understand opportunities to play in the community	3.1 Analyse a range of play opportunities in the community		
	3.2 Analyse a range of barriers to play in the community		

Assessment guidance

Delivery and assessment

The term 'children' encompasses all children and young people of the ages 0 to 18 in line with national and international legislation.

2.1 UNCRC

A minimum of 3 articles must be identified.

3.1 Play opportunities

A minimum of 3 play opportunities should be explored.

3.2 Barriers

A minimum of 3 examples must be given.

Factors could be social, environmental, legislative, attitudes of the community or economic. Learners should also make suggestions to address barriers to improve access.

Types of evidence

Evidence could include:

- written task
- professional discussion

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: TP1

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit TP2 Playwork in practice (T/618/7623)

Unit summary	This unit explores the knowledge and skills needed to use the playwork approach in practice.
Credit value	3
Guided learning hours	12
Level	3
Mandatory/optional	Mandatory
NOS mapping	SKAPW50 – Create settings that support freely chosen self-directed play SKAPW51 – Prepare and facilitate specific play opportunities SKAPW52 – Contribute to undertaking risk assessments in the playwork setting SKAPW53 – Contribute to the health, safety and wellbeing of children and young people in the playwork setting SKAPW57 – Contribute to supporting disabled children and young people in the playwork setting SKAPW61 – Evaluate to improve your own practice and the work of your playwork team SKAPW64 (SCDHSC0312) – Support children and young people to develop a positive identity and emotional wellbeing SKAPW81 – Work within the playwork curriculum SKAPW82 – Analyse and support self-directed play in line with current playwork theories

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor Initial and date
1. Understand the playwork principles	1.1 Summarise the playwork principles and their purpose		
	1.2 Explain how the playwork principles support the playwork process		
2. Understand playwork theories	2.1 Summarise the playwork curriculum		
	2.2 Summarise the full play cycle as expressed within relevant literature		
	2.3 Explain compound flexibility and its relationship to loose parts		
	2.4 Summarise a playworker's approach to intervention		
	2.5 Explain how play types are used in playwork practice		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor Initial and date
3. Be able to demonstrate how to support the play process	3.1 Carry out a dynamic risk benefit assessment		
	3.2 Reflect on own use of the playwork curriculum to develop a playwork environment		
	3.3 Evaluate different ways a playworker identifies children's play needs and preferences		
4. Be able to reflect on own practice	4.1 Use a model of reflection to evaluate own playwork practice with regard to play cycle		
	4.2 Reflect on own use of the appropriate intervention styles from a playwork perspective		
	4.3 Review own practice of undertaking a dynamic risk benefit assessment		
	4.4 Analyse the impact of adaptations to own practice in response to children's play needs and preferences		

Assessment guidance

Delivery and assessment
<p>The term 'children' encompasses all children and young people of the ages 0 to 18 in line with national and international legislation.</p> <p>2.2 Relevant literature Include the terms – play drive, metalude (pre cues), play cue, play return, play frame, flow, annihilation, adulteration, Dysplay, containment. Learners should refer to the Colorado Paper and The Play Cycle by Pete King and Gordon Sturrock.</p> <p>2.4 Intervention Intervention should link to playwork principle 8 and the appropriate intervention styles (First Claim – Play Wales, Bob Hughes) or Levels of Intervention (Colorado Paper).</p> <p>2.5 Play types Bob Hughes as listed in Playtypes: Speculation and Possibilities and First Claim.</p> <p>3.1 Risk benefit assessment Learner to provide a written risk benefit assessment; learners to cover an assessment of benefits, risks, control measures, relevant context. Learners can refer to an example of a template on the Play Safety Forum.</p>

Delivery and assessment**3.3 Different ways**

3 or more different ways may include:

- observations of play
- range of play types
- level of participation (identified in UNCRC, article 12)
- listening and responding to child-initiated conversation
- consideration of play environments
- review of paperwork (registration forms)
- conversations with parents/carers

Types of evidence

Evidence must include:

- reflective accounts
- child observation in practice
- work products (including records identifying children's play needs and preferences)

Evidence could include:

- written task
- professional discussion

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: TP2

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit TP3 Playwork in the wider context (A/618/7624)

Unit summary	This unit explores playwork in the wider context of how to engage with others about the importance of play and playwork. It covers the organisational playwork approach to children's play, the role of advocating for play and being able to communicate this to others and understanding safeguarding children in a playwork context.
Credit value	3
Guided learning hours	15
Level	3
Mandatory/optional	Mandatory
NOS mapping	SKAPW54 – Identify safeguarding concerns relating to children and young people in the playwork setting SKAPW55 – Contribute to the development and maintenance of relationships with children, young people and others in the playwork setting SKAPW56 – Contribute to the development and maintenance of links and partnerships in the playwork setting SKAPW63 – Establish and facilitate play in a non-dedicated playwork setting SKAPW67 – Contribute to the running of a playwork setting SKAPW69 – Contribute to the communication and promotion of work being undertaken in your playwork setting SKAPW70 – Contribute to the implementation of policies and procedures to safeguard children and young people within the playwork setting SKAPW75 – Develop and review policies and procedures relating to the rights of children and young people SKAPW78 – Communicate and promote the work being undertaken in your playwork setting SKAPW79 – Work with others external to your playwork setting

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor Initial and date
1. Be able to review organisational approaches to play	1.1 Evaluate on own organisation's approach to working with children using a playwork perspective		
	1.2 Evaluate an organisational play policy in relation to empowering a child's right to play		
	1.3 Reflect on how own previous approaches to working with children differs to the playwork approach		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record (For example, page number and method)	Assessor Initial and date
2. Understand the role of advocacy in supporting children’s play	2.1 Explain the term advocacy in the context of play and playwork		
	2.2 Reflect on own advocacy to others for children’s play		
3. Be able to communicate the value of playwork to others	3.1 Advocate to others the value of playwork practice in own setting		
	3.2 Reflect on own communication to others of the value of playwork practice in own setting		
4. Understand safeguarding in a playwork context	4.1 Explain how risk factors differ depending on the children’s age and development		
	4.2 Describe how playwork supports children to: <ul style="list-style-type: none"> • feel connected to people and place • feel safe and secure • keep themselves safe • exercise choice and control • build resilience through play • build self-esteem • improve wellbeing • communicate through play 		
	4.3 Summarise own role in implementing setting safeguarding procedures		

Assessment guidance

Delivery and assessment
<p>The term ‘children’ encompasses all children and young people of the ages 0 to 18 in line with national and international legislation.</p> <p>1.2 Play policy Evaluation should include reference to:</p> <ul style="list-style-type: none"> • UNCRC • General Comment 17 (2013) • playwork principles <p>1.3 Previous approaches Qualifications and other experiences in working with children. Reflection should consider some of the following (more than one):</p> <ul style="list-style-type: none"> • the role of the adult • planning • child participation • outcomes

Delivery and assessment

- observations
- risk management
- power and control

2.2 Others

For example:

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

3.1 Setting

For example, the place where playwork practice takes place.

3.2 Others

Could include:

- colleagues
- parents and/or carers
- professionals
- funders
- external decision makers
- inspectors

4.1 Risk factors

Could include:

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

Types of evidence

Evidence must include:

- reflective accounts

Evidence could include:

- written task
- professional discussion

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: TP3

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

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. Whilst we have provided a range of recommended assessment methods, Assessors must also ensure they adhere to the mandatory evidence methods detailed at the end of each unit.

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 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"> 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 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	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"> may include simulation** 	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	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by NCFE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes
<p>* 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:</p> <ul style="list-style-type: none"> • 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 <p>** Simulation. A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

Requirements for referencing

Two carefully selected quotations must be included to support learners' own responses for each grade; quotations must be made identifiable through the use of quotation marks, bold or italic text and made traceable through referencing at the point of use.

Assessment strategies and principles relevant to this qualification

The units we offer have been developed by us where there is no Sector Skills Council (SSC) lead.

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 our assessment requirements for the unit they are assessing or quality assuring.

Playwork assessment strategy

Assessor requirements

Required criteria

1. Have worked with children and young people as a playworker at the level of this qualification or higher, in settings that do not conflict with the playwork principles and ethos of playwork.
2. Demonstrate practical playwork experience, knowledge and skills required to make accurate judgements about others' competence.

This must be via a written account that details:

- their playwork experience – where, what and when
 - their practical knowledge of the playwork principles and playwork theory (including the Play Cycle, play types, intervention styles, risk:benefit assessment and reflective practice)
 - their understanding of the role of the playworker (as opposed to an early years educator or youth worker) and what skills this role needs in terms of:
 - building relationships with children,
 - creating play spaces and
 - supporting play
3. Have actively and consistently participated in a process of current and relevant continuous professional development (CPD) to keep up-to-date with best playwork practice – this must be evidenced by a reflective account or in reflective records used to evidence CPD (this should include face-to-face playwork, attendance at sector training days, seminars and conferences, training and reading).
 4. Have worked or currently training as a playwork assessor and/or a playwork trainer, giving details of when and where and describing what are the specific skills needed for these roles and why.
 5. Have achieved a recognised training and/or an assessing qualification.

Desirable criteria

1. Have achieved or be working towards a recognised playwork qualification on a current or historical UK qualification framework.

Suggested internal quality assurer (IQA) requirements:

1. IQA needs to meet the requirements of the assessor occupational competence statements.
2. A recognised IQA qualification or currently in training – for those IQAs not yet qualified, the IQA must be supported by a qualified IQA with experience in a related occupational area.

Section 3: explanation of terms

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).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	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.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequential or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which...)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between 2 or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between 2 or more items, resources, pieces of information.
Draw conclusions (which...)	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgement using previous knowledge or considering other information.
Evaluate	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.

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

- qualification fact sheet
- sample assessment task document

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 lightbulb, 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
 TP1	M/618/7622	A playworker's understanding of playwork	3	2	9	
TP2	T/618/7623	Playwork in practice	3	3	12	
TP3	A/618/7624	Playwork in the wider context	3	3	15	