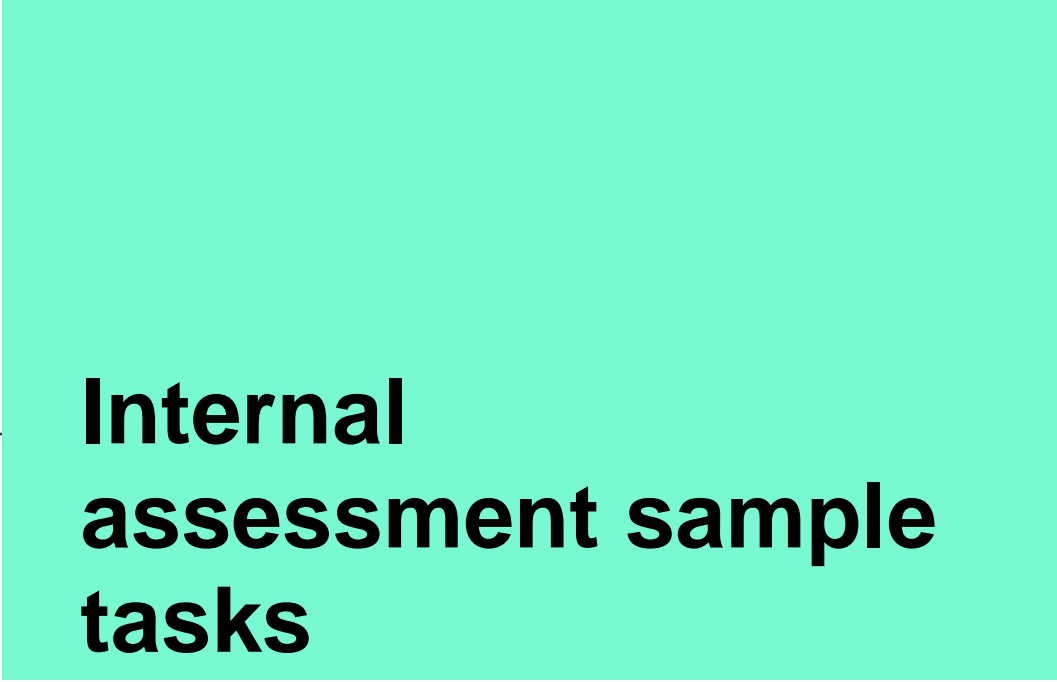


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# **Internal assessment sample tasks**

**NCFE CACHE Level 3 Certificate in  
Understanding Playwork  
QN: 610/0644/0**

**NCFE CACHE Level 3 Diploma in Playwork  
QN: 610/0645/2**

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## Introduction

We have created a set of sample tasks that you can contextualise to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the mandatory units that are internally assessed, which provide opportunities for stretch and challenge. These tasks are not mandatory.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the knowledge learning outcomes (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.

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 our website.

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

## **Supervision of learners**

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

Tutors should supervise the work carried out by learners to:

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

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

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

## **Supporting learners**

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

Tutors/assessors may:

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

### L3CD PW1 Understand play and the playwork principles (J/650/0596)

The following tasks have been developed to meet all of the assessment criteria (AC) for the unit.

<b>Assessment task – L3CD PW1</b>
<p><b>Task 1</b></p> <p><b>Task instructions:</b></p> <p>You must develop a leaflet for other playworkers that meets the following criteria:</p> <ul style="list-style-type: none"><li>• explain the innate drive for children to play</li><li>• analyse the necessity for play</li><li>• explain what is meant by play being a biological, psychological, social necessity</li><li>• use examples to identify 5 different environments where play takes place</li><li>• explain the playwork principles</li><li>• explain how the playwork principles are essential to playwork practice</li></ul> <p><b>Tutor guidance:</b></p> <p>This unit is knowledge only. Learners will not need to complete any of the task in a placement but learners may use their experience to support their response if this helps them. Learners will need to be able to access the playwork principles to support them with task 1.</p> <p><b>Learning outcome (LO) and assessment criteria (AC) mapping:</b></p> <p>LO1, AC1.1–1.3 LO3, AC3.1 LO4, AC4.1–4.2</p> <p><b>Evidence types:</b></p> <ul style="list-style-type: none"><li>• leaflet</li></ul>
<p><b>Task 2</b></p> <p><b>Task instructions:</b></p> <p>You must take part in a peer discussion around what play is, followed by a written summary. In order to prepare for your contribution, develop notes and further reflect on your role following the discussion.</p> <p>To prepare, develop notes that will help you to describe the following terms:</p> <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> <p>In the discussion you must share your notes and explain the difference between play and adult-led activities. Do not forget to write your reflective summary of the discussion which shows how you meet the AC 2.1–2.2.</p>

**Assessment task – L3CD PW1**

**LO and AC mapping:**

LO2, AC2.1–2.2

**Evidence types:**

- notes
- discussion with written summary

### L3CD PW2 Creating supporting environments for children's play (K/650/0597)

The following tasks have been developed to meet all of the assessment criteria (AC) for the unit.

#### Assessment task – L3CD PW2

##### Task 1

###### Task instructions:

You must produce a written account to describe different settings where playwork can take place. This can be produced as poster or series of fact cards.

###### Tutor guidance:

This unit includes both knowledge and skills-based assessment criteria (AC). Task 3 involves reflection of observations made of children during play and therefore is the preferred method for completing this task. However, the use of video case study to observe children's play may be used in extreme circumstances to identify play types, the play cycle and adult intervention since these criteria focus on reflection. The learner must show that they understand the importance of collecting information on children's play. The learner will need access to research materials to complete task 2.

###### Learning outcome (LO) and assessment criteria (AC) mapping:

LO1, AC1.1

###### Evidence types:

- written account
- fact cards

##### Task 2

###### Task instructions:

You must undertake research of the playwork curriculum and theories of compound flexibility and loose parts to meet the following criteria:

- describe the aspects of the playwork curriculum and their impact on a rich play environment
- evaluate how the theories of compound flexibility and loose parts have a positive impact on a rich play environment
- use an example to describe each of the following play spaces and their benefits:
  - physical
  - transient
  - affective
  - permanent
- give examples of inter-connected play spaces
- explain how to support children in the creation of play spaces
- explain why it is important for children to choose and explore play spaces for themselves
- describe how to empower children to change their play space to meet their play needs and preferences

### Assessment task – L3CD PW2

- describe how technology or the virtual world may benefit a play rich environment
- explain the importance of appropriate playwork intervention, showing an appreciation of the work of:
  - Bob Hughes' 16 types of play (1996)
  - The Colorado Paper (Sturrock and Else, 1998)

#### LO and AC mapping:

LO2, AC2.1–2.3

LO5, AC5.1–5.3

LO6, AC6.1–6.3

#### Evidence types:

- written account
- professional discussion based on learner research and summative notes

### Task 3

#### Task instructions:

You must produce a booklet that reflects on the importance of collecting information on children's play and reflections on observations that you have carried out.

To begin this task, include an introduction to:

- explain the importance of observation in understanding children's play
- explain why it is important to collect information in order to understand children's play needs and preferences – as well as the observations that you must complete, information includes:
  - feedback from children
  - setting evaluations
  - children's records and information received from parents/carers

Note: You must include the above sub-bullet points in your response

Following the introduction, you must show that you understand the play cycle and play types. Your work in this section must meet the following criteria:

- explain the individual stages of the play cycle and how these can be observed in practice
- describe different play types
- explain how children benefit from a range of play types

The next section will consider the importance of risk and challenge in play. Your work in this section must meet the following criteria:

- explain the benefits of risk, stimulation and challenge during children's play
- explain the terms:
  - risk benefit assessment



### Assessment task – L3CD PW2

- dynamic risk benefit assessment
- describe how a playworker can support children to manage risk for themselves

In the final section you must reflect on your own observations of children's play or in extreme circumstances you may reflect on video case studies.

You must complete observations or study video case studies of children's play and reflect on these to consider:

- a range of play types
- examples of the play cycle
- children managing risk themselves

#### **Tutor guidance:**

This task involves reflection of observations made of children during play and therefore the preferred method for completing this task is observation of children's play, however the use of video case study to observe children's play may be used in extreme circumstances to identify play types, the play cycle and adult intervention since these criteria focus on reflection. Learners must show that they understand the importance of collecting information on children's play.

#### **LO and AC mapping:**

LO3, AC3.1–3.2  
LO4, AC4.1–4.3  
LO7, AC7.1–7.3  
LO8, AC8.1

#### **Evidence types:**

- observation booklet
- reflective accounts
- written accounts

### **L3CD PW3 Understand how to support the safeguarding of children in the playwork setting (L/650/0598)**

The following tasks have been developed to meet all of the assessment criteria (AC) for the unit.

#### **Assessment task – L3CD PW3**

##### **Task 1**

##### **Task instructions:**

You must develop and use a resource to show your understanding of how to support the safeguarding of children in a playwork setting.

The resource may be produced as a guidance pack. In the first section you must:

- outline legislation, guidelines and policies affecting the safeguarding of children
- explain the responsibilities of the playworker in relation to policies and procedures and guidance for safeguarding children's welfare including:
  - reporting/dealing with disclosure
  - child protection and promoting children's welfare
  - confidentiality and information sharing
  - security
  - use of technology
  - whistleblowing
  - bullying
- outline the features of a safe practice code for protecting members of the playwork team and volunteers
- analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children – relevant aspects to consider when thinking about day to day work with children includes:
  - playwork practice
  - child protection
  - risk assessment
  - ensuring the voice of the child is heard or advocated
  - supporting children and others who may be expressing concern
- explain when and why enquiries and serious case reviews/child practice reviews are required and how the sharing of the findings informs practice:
  - references to serious case reviews should be read in the context of current own nation terminology

In the second section you must include information to meet the following criteria:

- explain the importance of safeguarding children inside and outside of the home setting to include:
  - data protection
  - information sharing
- explain what is meant by partnership working in the context of safeguarding
- describe the roles and responsibilities of different organisations that may be involved when a child is at risk from or discloses abuse – different organisations include but are not limited to:
  - social services
  - charities and children's services such as:

### Assessment task – L3CD PW3

- National Society for the Prevention of Cruelty to Children (NSPCC)
- Childline
- GP
- probation
- police
- school

In the third section you must show your understanding of different forms of abuse that may occur in a playwork setting. This section must include information to meet the following criteria:

- describe factors that may contribute to a child being more vulnerable to abuse
- describe possible signs, symptoms, indicators and behaviours of different types of abuse
- describe the impact of abuse on children's play
- describe the actions to take where abuse of a child is suspected or alleged in line with policies and procedures of own setting, making reference to the United Nations Convention on the Rights of the Child (UNCRC)
- explain the rights that children and their carers have in situations where abuse is suspected or alleged (carers refers to those in a formal or legal capacity as well as other care giving roles, such as grandparents or child minders)

In the fourth section you must include information to meet the following criteria:

- explain different types of bullying and the potential effects on children – examples of bullying may include:
  - physical (for example, pushing, kicking, hitting, pinching and other forms of violence or threats)
  - verbal (for example, name-calling, insults, sarcasm, spreading rumours, persistent teasing)
  - emotional (for example, excluding, tormenting, ridicule, humiliation)
  - cyberbullying (for example, the use of information and communications technology, particularly mobile phones and the internet, deliberately to upset someone else)
  - specific types of bullying which can relate to all of the above such as homophobic or gender based, racist, relating to special educational needs and disabilities
- explain how to support a child and/or their family when bullying is suspected or alleged

#### Tutor guidance:

This unit is knowledge only. Learners will not need to complete any of the task in a placement but may use their experience to support their response if this helps them. The discussion can be held with peers in a learning environment, and this may be the playwork or class setting.

#### Learning outcome (LO) and assessment criteria (AC) mapping:

LO1, AC1.1–1.5  
LO2, AC2.1–2.3  
LO3, AC3.1–3.5  
LO4, AC4.1–4.2

### Assessment task – L3CD PW3

#### Evidence types:

- resource

#### Task 2

#### Task instructions:

You must participate in a peer/colleague discussion. Prepare notes to help you to contribute your thoughts and summarise your findings to meet the following criteria:

- explain why it is important to work with the child to ensure they have strategies to protect themselves and make decisions about their safety
- describe how to support children to recognise when the behaviour towards them from another child, young person or adult is inappropriate
- explain ways of empowering children to make positive and informed choices that support their wellbeing and safety
- identify different ways a child may use technology or the virtual world in their play
- explain the risks and possible consequences for children of being online and the use of electronic communications – electronic communications could include:
  - internet
  - smart devices
  - handheld devices
  - mobile phones
  - social media
  - social networking
  - online gaming
- describe approaches a playworker could use to support children to reduce risks from being online
- identify current sources of information and support relating to e-safety

#### LO and AC mapping:

LO5, AC5.1–5.3

LO6, AC6.1–6.4

#### Evidence types:

- discussion with notes and summary

### **L3CDPW4 Understand organisational frameworks to protect the rights of children (R/650/0616)**

The following tasks have been developed to meet all of the assessment criteria (AC) for the unit.

#### **Assessment task – L3CD PW4**

##### **Task 1**

##### **Task instructions:**

You must work with others to review and develop a draft play policy document and engage in a professional discussion with your tutor to share your contributions. You must be able to meet the following criteria independently through your discussion:

- explain the relevance of the United Nations Convention on the Rights of the Child (UNCRC)
- outline articles that are most relevant to playwork, giving reasons why
- explain General Comment No.17 and its importance to playwork
- explain how playwork organisations seek to uphold the rights of all children – rights to include:
  - play and social activities
  - for care and safety
  - for emotional wellbeing
  - for inclusion
  - for acknowledgement of identity
  - for information
  - for consultation and decision making
- evaluate policies and procedures in relation to the rights of the child
- explain the importance of the play setting having policies and procedures that reflect the rights of the child, including a play policy
- explain how to promote children’s rights on the play setting
- evaluate a play policy in relation to supporting children’s right to play and General Comment No. 17
- explain how to ensure that policies and procedures are put into practice
- explain the importance of reviewing policies and procedures

##### **Tutor guidance:**

This unit is knowledge only. Learners will not need to complete any of the task in a placement but may use their experience to support their response if this helps them. To complete this criteria, learners must have access to a play policy. If this is difficult to access, learners should use a sample policy.

##### **Learning outcome (LO) and assessment criteria (AC) mapping:**

LO1, AC1.1–1.3  
LO2, AC2.1–2.5  
LO3, AC3.1–3.2

**Assessment task – L3CD PW4**

**Evidence types:**

- draft policy development
- professional discussion

### L3CD PW5 Understand play and wellbeing (M/650/0599)

The following tasks have been developed to meet all of the assessment criteria (AC) for the unit.

#### Assessment task – L3CD PW5

##### Task 1

##### Task instructions:

You must prepare for a presentation, produce a handout and engage in a peer/colleague question and answer session to meet the criteria identified below (you can choose how the criteria is met):

- analyse how play contributes to children’s holistic development and wellbeing
- identify factors that may impact how children feel
- analyse how a child’s feelings and emotions could impact on their actions
- explain how play can support children to express feelings and emotions
- explain how play can support children to self-regulate
- describe ways that a play setting can provide nurturing experiences for self-regulation in children
- summarise types of factors that may affect children’s mental health and wellbeing
- explain the meaning of adverse childhood experiences (ACEs) and how this may influence children throughout their lives
- explain the role of trauma informed practice
- describe key transitions that all children experience
- describe transitions that some children may experience
- describe how transition may influence how children play
- explain how play helps children to develop their:
  - resilience
  - self-esteem
  - self-confidence

##### Tutor guidance:

This unit is knowledge only. Learners will not need to complete any of the task in a placement but may use their experience to support their response if this helps them.

##### Learning outcome (LO) and assessment criteria (AC) mapping:

LO1, AC1.1  
LO2, AC2.1–2.3  
LO3, AC3.1–3.2  
LO4, AC4.1–4.3  
LO5, AC5.1–5.3  
LO6, AC6.1

##### Evidence types:

- presentation
- handout
- professional discussion

### Assessment task – L3CD PW5

#### Task 2

#### Task instructions:

You must produce a reflective written account.

The written account must reflect on how playwork can support children to build resilience, confidence and self-esteem. Providing examples may support your reflection.

#### Learning outcome (LO) and assessment criteria (AC) mapping:

LO6, AC6.2

#### Evidence types:

- reflective account



### L3CD PW6 Understand relationships in the playwork setting (D/650/0600)

The following tasks have been developed to meet all of the assessment criteria (AC) for the unit.

#### Assessment task – L3CD PW6

##### Task 1

##### Task instructions:

You must engage in a professional discussion to meet the criteria identified below. Any criteria that is not sufficiently met through the discussion must be summarised as a written, reflective account. You may wish to refer to examples and reflective accounts in your professional discussion to meet the below criteria:

- describe different strategies for helping all children to feel welcome and valued in the playwork setting
- explain 'appropriate' and 'inappropriate' words and interactions when a playworker engages with children
- explain why it is important to involve children in decision making
- evaluate different ways to involve children in decision making
- explain the importance of active listening and clear communication with children
- explain why it is important for children to be able to ask questions, offer ideas and make suggestions about the playwork setting
- describe different communication methods a playworker could use that is appropriate to a child's individual needs or abilities
- use examples to show how children can be supported in understanding the value and importance of positive relationships
- explain why it is important for children to be able to deal with conflict themselves
- explain the types of support a playworker might need to give to help children deal with conflict themselves
- explain how childhood experiences may impact on children's relationships with others
- explain why it is important to have positive relationships with adults in the playwork setting – when considering adults the following guidance is provided:
  - playwork team and volunteers
  - other staff in the setting
  - parents/carers and those in a caregiving role
- explain the importance of clear communication with adults in the playwork setting
- summarise different strategies that the playworker can use to communicate with adults who have communication difficulties
- outline types of situations that might lead to conflict between playworkers and other adults and how you might respond to them

##### Tutor guidance:

This unit is knowledge only. Learners will not need to complete any of the task in a placement but may use their experience to support their response if this helps them.

**Assessment task – L3CD PW6**

**Learning outcome (LO) and assessment criteria (AC) mapping:**

LO1, AC1.1–1.4  
LO2, AC2.1–2.3  
LO3, AC3.1–3.4  
LO4, AC4.1–4.4

**Evidence types:**

- professional discussion
- reflective accounts

### L3CD PW7 Understand health, safety and security in the playwork setting (F/650/0601)

The following tasks have been developed to meet all of the assessment criteria (AC) for the unit.

#### Assessment task – L3CD PW7

##### Task 1

##### Task instructions:

You must produce a resource for other peers/colleagues to inform them of health, safety and security in a playwork setting. Develop the resource to meet the following criteria. You may use headings in the resource to help you and it could be helpful to include risk assessment charts to inform your work:

- summarise the statutory and regulatory requirements for health, safety and security that apply in a playwork context – policies and procedures to include:
  - manual handling
  - fire evacuation
  - legionella
  - control of substances hazardous to health (COSHH) (2002)
  - reporting of injuries, diseases, and dangerous occurrences regulations (RIDDOR) (2013)
  - food safety
  - lock down/lock in
  - evacuation
- explain policies and procedures for health, safety and security that apply in a playwork context:
  - reverse fire drill
  - fire drill
  - intruder
  - lock down
- explain the procedures for safety checking in the playwork setting, safety checking to include:
  - facilities and equipment
  - hygiene of toilet and washing areas
  - movement of children from one space to another
  - children's arrival and departure
  - storage and administration of medicines
- outline how children's development stage and ability can affect health, safety and security arrangements in a playwork setting
- identify different hazards that may occur in a playwork setting, hazards to include:
  - reverse fire drill
  - fire drill
  - intruder
  - lock down
- describe how to assess and respond to hazards that may occur in a playwork setting
- explain the actions a playworker should take if a hazard cannot be removed
- explain the difference between health and safety checks and risk benefit assessment
- explain how to respond to a range of accidents and injuries
- explain the emergency procedures for:
  - fire
  - missing children
  - evacuation
  - security incident

### Assessment task – L3CD PW7

- medical emergency
- explain the procedures to follow to report and record accidents and emergencies

#### Tutor guidance:

This unit is knowledge only. Learners will not need to complete any of the tasks in a placement but may use their experience to support their response if this helps them. Learners may find it useful to refer to health and safety policies and information around common childhood illnesses from a playwork setting to inform their response.

#### Learning outcome (LO) and assessment criteria (AC) mapping:

LO1, AC1.1  
LO2, AC2.1–2.3  
LO3, AC3.1–3.4  
LO4, AC4.1–4.3

#### Evidence types:

- written account such as resource for peers/colleagues

#### Task 2

##### Task instructions:

You must present the following information as a series of fact cards/factsheets or handouts. Tables and charts may be included in your response to meet the following criteria:

- describe the signs and symptoms of common types of childhood illnesses and allergies that a playworker could encounter
- explain appropriate responses to a range of common childhood illnesses and allergies
- explain record keeping and reporting procedures when responding to illnesses and allergies in a playwork setting
- explain good practice in relation to:
  - cross infection
  - food handling
  - disposal of waste
  - blood borne or infectious disease

##### LO and AC mapping:

LO5, AC5.1–5.3  
LO6, AC6.1

##### Evidence types:

- fact cards/factsheets or handouts

### **L3CPW8 Engage in professional development and reflective practice (H/650/0602)**

The following tasks have been developed to meet all of the assessment criteria (AC) for the unit.

#### **Assessment task – L3CPW8**

##### **Task 1**

##### **Task instructions:**

You must develop your own personal development plan (PDP). This may be presented in a template devised by your tutor or yourself. Information must be included as part of your PDP to meet the following criteria:

- explain the importance of reflective practice for playwork
- explain how reflective practice relates to the playwork principles
- explain how observations of play and feedback from children and adults can be used as you prepare for playwork practice
- explain how personal values, belief systems and experiences could affect working practice
- explain how reflection supports the development of playwork practice within the setting
- identify any knowledge or skills gaps that require professional development to meet current or future needs for playwork practice
- identify sources of support for planning and reviewing own development
- demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities
- use feedback to evaluate own performance and inform development plans
- produce a plan for professional development
- identify different training and professional development opportunities
- undertake continuing professional development (CPD) that is relevant to own goals and targets
- demonstrate how to record progress in relation to professional development
- reflect on professional development activities

##### **Tutor guidance:**

This unit is knowledge only. This assessment will focus on learners' own personal and professional development as they prepare to be a playworker.

##### **Learning outcome (LO) and assessment criteria (AC) mapping:**

LO1, AC1.1–1.4  
LO2, AC2.1  
LO3, AC3.1–3.5  
LO4, AC4.1–4.4

##### **Evidence types:**

- work product such as a PDP

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Version 1.0 July 2022

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