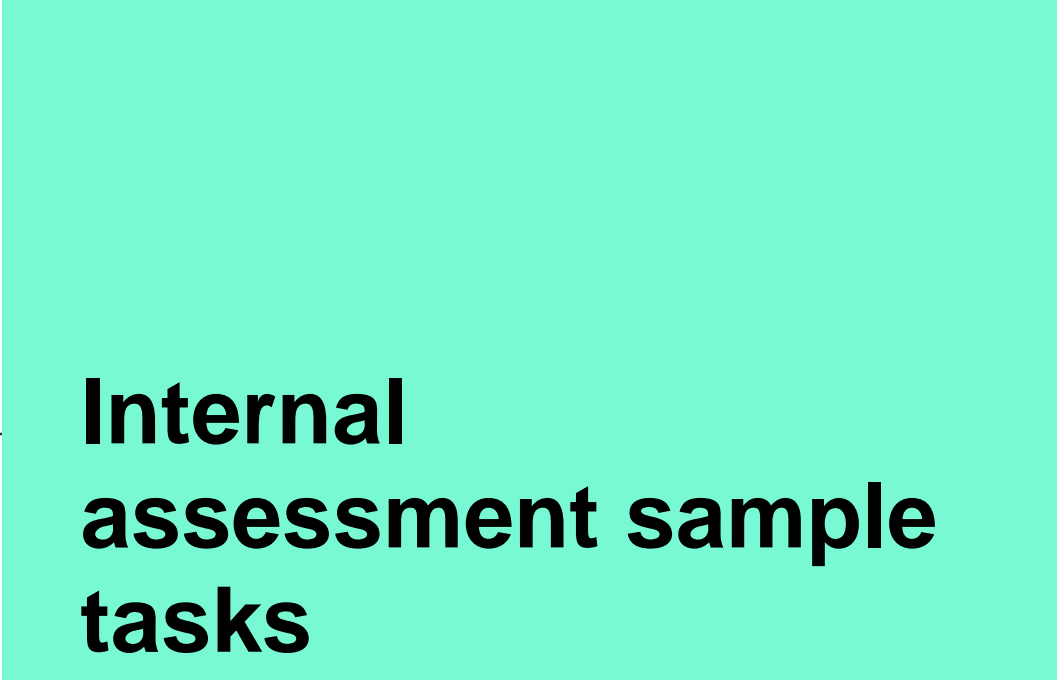


**NCFE**

**CACHE**



# **Internal assessment sample tasks**

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

## Contents

Introduction	3
Supervision of learners	4
Supporting learners	4
L2PW1 Understand the playwork principles (A/650/0574)	5
L2PW2 Understand the playwork setting (D/650/0575)	7
L2PW3 Meeting children's needs in a playwork setting (F/650/0576)	9
L2PW4 Child-centred practice in a playwork setting (H/650/0577)	11
L2PW5 Understand how to support children with additional needs and disabilities in a playwork setting (J/650/0578)	13
L2PW6 Support relationships in a playwork setting (K/650/0579)	15
L2PW7 Support children's play (R/650/0580)	18
L2PW8 Supporting health, safety and security in the playwork setting (T/650/0581)	19
L2PW9 Risk benefit for children (Y/650/0582)	21
L2PW10 The safeguarding and welfare of children in a playwork setting (A/650/0583)	22
L2PW11 Support the work of the playwork team (D/650/0584)	24
L2PW12 Develop own practice (F/650/0585)	26
Contact us	29

## 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 are able to create and redraft/revise work independently.

Tutors/assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the 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

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

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

**Assessment task – L2PW1****Task 1****Task instructions:**

You must produce a factsheet for other playworkers to describe the need for children to play.

The factsheet should define the following terms:

- play that is freely chosen
- play that is self-directed
- intrinsically motivated

Describe the difference between:

- play that is freely chosen
- play that is self-directed
- adult-led activities

**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. Learners will need to be able to access the playwork principles to support them with this task. The discussion can be held with peers in a learning environment.

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

LO2, AC2.1–2.3

**Evidence types:**

- factsheet

**Assessment task – L2PW1****Task 2****Task instructions:**

You must undertake your own research to meet the following criteria:

- explain the requirements of the United Nations Convention on the Rights of the Child (UNCRC) in relation to play and following your research, use an example to describe how your practice relates to UNCRC in relation to play
- describe the playwork principles and use an example to describe how the playwork principles are embedded into practice

**Tutor guidance:**

Learners will need to be able to access the UNCRC for this task.

**LO and AC mapping:**

LO1, AC1.1–1.2

LO4, AC4.1–4.2

**Evidence types:**

- written account
- professional discussion based on summative notes from research

**Task 3****Task instructions:**

You must participate in a small peer group to discuss situations when children have been deprived of play and explore this further in a large group discussion.

Prepare notes to help you contribute your thoughts.

Following the discussion, you must produce a reflective account to explain what the term play deprivation means and identify the potential impact of play deprivation.

**LO and AC mapping:**

LO3, AC3.1–3.2

**Evidence types:**

- reflective account
- discussion notes

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

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

<b>Assessment task – L2PW2</b>
<p><b>Task 1</b></p> <p><b>Task instructions:</b></p> <p>Think about the different environments in your own community where children can play. You must write an account that meets the following:</p> <ul style="list-style-type: none"> <li>• identify 4 different types of playwork settings</li> <li>• describe the characteristics of a play rich playwork setting</li> <li>• describe key resources that may be introduced into the playwork setting to support children’s play</li> <li>• describe different play spaces – you must cover the following play spaces:               <ul style="list-style-type: none"> <li>○ physical</li> <li>○ transient</li> <li>○ permanent</li> <li>○ affective</li> </ul> </li> <li>• outline why it is important for children to have a variety of play spaces to choose from</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 may use their experience to support their response if this helps them. To complete these criteria, learners must be able to find out about different environments in their community where children can play.</p> <p><b>Learning outcome (LO) and assessment criteria (AC) mapping:</b></p> <p>LO1, AC1.1–1.3 LO3, AC3.1–3.2</p> <p><b>Evidence types:</b></p> <ul style="list-style-type: none"> <li>• written account</li> <li>• professional discussion</li> </ul>

**Task 1****Task instructions:**

Think about the different environments in your own community where children can play. You must write an account that meets the following:

- identify 4 different types of playwork settings
- describe the characteristics of a play rich playwork setting
- describe key resources that may be introduced into the playwork setting to support children’s play
- describe different play spaces – you must cover the following play spaces:
  - physical
  - transient
  - permanent
  - affective
- outline why it is important for children to have a variety of play spaces to choose from

**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 these criteria, learners must be able to find out about different environments in their community where children can play.

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

LO1, AC1.1–1.3  
LO3, AC3.1–3.2

**Evidence types:**

- written account
- professional discussion

**Assessment task – L2PW2****Task 2****Task instructions:**

This task will include factsheet cards and a short presentation.

You must create a set of cards to summarise the main stages of the play cycle. Summarise each stage of the play cycle on a separate card and number the cards in order.

Next, you must prepare a short presentation that could be delivered to playworkers to support training. This could be a digital or handwritten presentation.

Your presentation must:

- outline the importance of responding to play cues
- explain the concept of loose parts

**LO and AC mapping:**

LO2, AC2.1–2.3

**Evidence types:**

- factsheet cards
- presentation
- professional discussion

**Task 3****Task instructions:**

You must produce a poster or handout that:

- describes 6 different play types
- outlines different ways children may use technology or the virtual world in their play
- outlines how the opportunity to engage with different play types benefits children

**LO and AC mapping:**

LO4, AC4.1–4.3

**Evidence types:**

- poster
- handout



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

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

<b>Assessment task – L2PW3</b>
<p><b>Task 1</b></p> <p><b>Task instructions:</b></p> <p>You must produce a handout for playwork students to help them understand the importance of child-centred play. The handout must:</p> <ul style="list-style-type: none"> <li>• describe how children's ability can affect their needs and play preferences</li> <li>• describe how to plan a play setting for the different age ranges that attend</li> <li>• outline how you provide a range of resources to meet the diverse needs of children</li> <li>• describe how play that is freely chosen is essential to children's development</li> <li>• outline the importance of promoting sustainability in a playwork setting</li> </ul> <p><b>Learning outcome (LO) and assessment criteria (AC) mapping:</b></p> <p>LO1, AC1.1–1.4 LO2, AC2.1</p> <p><b>Evidence types:</b></p> <ul style="list-style-type: none"> <li>• handout</li> <li>• written account</li> <li>• professional discussion</li> </ul>
<p><b>Task 2</b></p> <p>You must reflect on outdoor play and then produce a booklet that outlines the value of playing outside and an explanation of the value of playing outside for children's health, wellbeing and mental health.</p> <p><b>LO and AC mapping:</b></p> <p>LO2, AC2.2</p> <p><b>Evidence types:</b></p> <ul style="list-style-type: none"> <li>• written account</li> <li>• booklet</li> <li>• professional discussion</li> </ul>

**Assessment task – L2PW3****Task 3****Task instructions:**

You must participate in discussions with others to explore the impact transitions have on children and to understand how a playworker can support children's behaviour within a playwork setting.

Make notes of your thoughts during the discussions and then write an account to include the following:

- identify other transitions that children may encounter
- explain how transitions can influence behaviour and how children play
- describe 3 key transitions that most children experience
- describe how a playworker can support children who are experiencing transitions
- explain how children's behaviour can be influenced by external factors
- outline how children can be supported in understanding the value of positive relationships
- explain the benefits of involving children in group agreements regarding expected behaviour

**LO and AC mapping:**

LO3, AC3.1–3.3

LO4, AC4.1–4.3

**Evidence types:**

- written account
- professional discussion

**Task 4****Task instructions:**

You must produce a poster, leaflet or factsheet to:

- identify current legislation and guidance relating to equality, diversity and inclusion
- explain policies and procedures relating to equality, diversity and inclusive practice
- describe the importance of person-centred playwork practice

**LO and AC mapping:**

LO5, AC5.1–5.3

**Evidence types:**

- poster
- handout
- professional discussion

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

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

**Assessment task – L2PW4****Task 1****Task instructions:**

You must prepare for an interview in a playwork setting.

Your preparation notes must:

- describe different methods of gaining feedback from children that could be used in a playwork setting
- describe how to use information gained from children to:
  - identify play needs and preferences
  - represent the voice of children
  - influence practice
- outline how the playworker can support children with the following through play:
  - negotiating
  - decision making
  - respecting individuality
  - self-esteem
  - self-reliance
  - resilience

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

LO1, AC1.2–1.3

LO2, AC2.1

**Evidence types:**

- notes
- written account
- professional discussion

**Assessment task – L2PW4****Task 2****Task instructions:**

You must undertake some research into United Nations Convention on the Rights of the Child (UNCRC).

Write an account explaining the importance of participation with children and how this relates to the UNCRC.

**Tutor guidance:**

Learners will need to be able to access the UNCRC.

**LO and AC mapping:**

LO2, AC1.1

**Evidence types:**

- written account
- professional discussion

**Task 3****Task instructions:**

You must think about the role of the playworker and the importance of raising awareness of the benefits of play and playwork.

Next, you must write an account to:

- outline why it is important to be aware of the impact you can have on children's play and the playwork setting – you should cover both negative and positive impacts on the play process and children's play experiences in your account
- explain why it is important for the playworker to be an advocate for play
- identify different ways a playworker can raise awareness of the benefits of play and playwork

**LO and AC mapping:**

LO2, AC2.2  
LO3, AC3.1–3.2

**Evidence types:**

- written account
- professional discussion

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

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

### **Assessment task – L2PW5**

#### **Task 1**

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

You must arrange an interview with a playworker.

You will need to prepare questions for your interview that will allow you to complete the criteria below. Check your questions with your tutor before your interview and be prepared to contribute to a professional discussion to clarify your thoughts and to meet AC2.1 specifically.

During your interview with a playworker, discuss their role in supporting children with additional needs and disabilities in a playwork setting. It will help you to make notes during your interview.

After the interview, write an account to meet the following criteria:

- explain a playwork setting's policies in relation to supporting children with additional needs and disabilities
- outline how assumptions, attitudes and discrimination prevent some children from having equal access to play
- describe ways the playworker can remove barriers preventing access to play
- explain the importance of positive relationships with parents/carers when supporting children with additional needs and disabilities
- explain why it is important to include the voice of children when planning to meet their needs
- explain how play cues may be expressed by children when they communicate differently
- explain how adults may impact on the play experience of children with additional needs and disabilities

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

This unit is knowledge only. To complete task 1, 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. Learners will need to have access to an experienced playworker who has experience in supporting children with additional needs and disabilities in order to interview them about their role.

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

LO1, AC1.1  
 LO2, AC2.1–2.2  
 LO3, AC3.1–3.3  
 LO4, AC4.1–4.2

**Assessment task – L2PW5****Evidence types:**

- interview questions and notes
- written account
- professional discussion

**Task 2****Task instructions:**

You must undertake your own research into different types of adaptations that could be made to support inclusive play. These adaptations could be to the environment, resources or staffing.

Next, find out why it is important to seek support in situations that are beyond your own expertise and experience and then research sources of local and national specialist support, guidance and information relating to additional needs and disability.

Then you must create an information leaflet that could be used in a playwork setting to support playwork staff.

This resource must:

- describe a minimum of 3 different adaptations that could be made to support inclusive play
- outline the importance of seeking support in situations beyond own expertise and experience
- identify a minimum of 2 sources of local specialist support and a minimum of 2 sources of national specialist support, guidance and information relating to additional needs and disabilities

**LO and AC mapping:**

LO3, AC3.3–4.4

**Evidence types:**

- information leaflet resource
- professional discussion

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

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

<b>Assessment task – L2PW6</b>
<p><b>Task 1</b></p> <p><b>Task instructions:</b></p> <p>You must read the following scenario and answer the questions below to meet the identified criteria.</p> <p>Carl is an experienced playworker and has been asked to be a mentor for a new member of staff. Carl will spend the next 6 weeks supporting and guiding the new playworker as they settle into their role.</p> <p>You must now spend some time considering Carl’s mentoring role in supporting relationships in the playwork setting.</p> <p>Next, you must write an account that meets the following criteria:</p> <ul style="list-style-type: none"> <li>• explain why it is important for a playworker to establish a positive relationship with children in a playwork setting</li> <li>• describe potential consequences for children when relationships are not established</li> <li>• outline strategies/techniques a playworker could use to support children to manage their emotions, feelings and actions</li> <li>• explain why it is important for playworkers to have positive relationships with others</li> <li>• explain the importance of clear communication with others</li> <li>• identify barriers to positive relationships with others</li> <li>• outline ways to overcome barriers to maintain positive relationships with others</li> </ul> <p><b>Tutor guidance:</b></p> <p>The tasks for this unit could be approached as a project. Learners will need the scenario detailed in task 1 to approach tasks 1 to 3.</p> <p><b>Learning outcome (LO) and assessment criteria (AC) mapping:</b></p> <p>LO1, AC1.1–1.2 LO4, AC4.3 LO5, AC5.1–5.4</p> <p><b>Evidence types:</b></p> <ul style="list-style-type: none"> <li>• written account</li> <li>• professional discussion</li> </ul>

**Task 1****Task instructions:**

You must read the following scenario and answer the questions below to meet the identified criteria.

Carl is an experienced playworker and has been asked to be a mentor for a new member of staff. Carl will spend the next 6 weeks supporting and guiding the new playworker as they settle into their role.

You must now spend some time considering Carl’s mentoring role in supporting relationships in the playwork setting.

Next, you must write an account that meets the following criteria:

- explain why it is important for a playworker to establish a positive relationship with children in a playwork setting
- describe potential consequences for children when relationships are not established
- outline strategies/techniques a playworker could use to support children to manage their emotions, feelings and actions
- explain why it is important for playworkers to have positive relationships with others
- explain the importance of clear communication with others
- identify barriers to positive relationships with others
- outline ways to overcome barriers to maintain positive relationships with others

**Tutor guidance:**

The tasks for this unit could be approached as a project. Learners will need the scenario detailed in task 1 to approach tasks 1 to 3.

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

LO1, AC1.1–1.2

LO4, AC4.3

LO5, AC5.1–5.4

**Evidence types:**

- written account
- professional discussion

**Assessment task – L2PW6****Task 2****Task instructions:**

Following on from task 1, you must prepare a handout that Carl can share with his mentee in a mentoring session to meet the following criteria:

- describe ways to help children feel welcome and valued in the playwork setting
- outline 3 different communication methods that are appropriate to a child's age or ability
- outline the importance of making sure children have understood what is being communicated
- describe how the playworker relates to children according to their age and individual needs
- describe how to address communication barriers with children

**LO and AC mapping:**

LO1, AC1.3  
LO2, AC2.1–2.4

**Evidence types:**

- handout
- professional discussion

**Task 3****Task instructions:**

Building on the scenario detailed in task 1, Carl will now prepare a resource to share with his mentee for their reference. This resource could be a leaflet, booklet or handout.

You must develop a resource that Carl could share to meet the following criteria:

- outline why it is important for children be able to ask questions, offer ideas and make suggestions or complaints
- describe how children can develop and maintain relationships through play
- explain how to support children to appreciate differences
- outline why it is important for children to appreciate individuality, diversity and differences in others

**LO and AC mapping:**

LO2, AC2.5  
LO3, AC3.1–3.3

**Evidence types:**

- resource
- professional discussion



**Assessment task – L2PW6****Task 4****Task instructions:**

You must produce a written account to meet the following criteria:

- outline why it is important for children to understand other people's feelings and points of view
- outline why it is important for children to be able to resolve conflict for themselves
- describe what support children may need when conflict arises

**LO and AC mapping:**

LO3, AC3.4

LO4, AC4.1–4.2

**Evidence types:**

- leaflet/written account
- professional discussion

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

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

<b>Assessment task – L2PW7</b>
<p><b>Task 1</b></p> <p><b>Task instructions:</b></p> <p>This task requires you to reflect on the importance of child-directed play. You can use examples from a playwork setting including observations of children during a play session. If you are not able to access a setting, or not able to meet all of the criteria, outstanding criteria can be achieved through your own research.</p> <p>You must write a written account to cover the following criteria:</p> <ul style="list-style-type: none"> <li>• explain the importance of children exploring play opportunities for themselves</li> <li>• describe how to support children to adapt play spaces</li> <li>• describe how to support play to come to an end in a way that is sensitive to the level of children's involvement</li> <li>• describe intervention from a playwork perspective</li> <li>• outline how playwork interventions can enhance the play process</li> <li>• explain when and how the playworker should intervene to reduce risk whilst respecting the play process and playwork principles</li> </ul> <p><b>Learning outcome (LO) and assessment criteria (AC) mapping:</b></p> <p>LO1, AC1.1–1.3 LO2, AC2.1–2.3</p> <p><b>Evidence types:</b></p> <ul style="list-style-type: none"> <li>• written account</li> <li>• professional discussion</li> </ul>

**Task 1****Task instructions:**

This task requires you to reflect on the importance of child-directed play. You can use examples from a playwork setting including observations of children during a play session. If you are not able to access a setting, or not able to meet all of the criteria, outstanding criteria can be achieved through your own research.

You must write a written account to cover the following criteria:

- explain the importance of children exploring play opportunities for themselves
- describe how to support children to adapt play spaces
- describe how to support play to come to an end in a way that is sensitive to the level of children's involvement
- describe intervention from a playwork perspective
- outline how playwork interventions can enhance the play process
- explain when and how the playworker should intervene to reduce risk whilst respecting the play process and playwork principles

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

LO1, AC1.1–1.3  
LO2, AC2.1–2.3

**Evidence types:**

- written account
- professional discussion

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

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

<b>Assessment task – L2PW8</b>
<p><b>Task 1</b></p> <p><b>Task instructions:</b></p> <p>You must produce a resource that can be used alongside a health and safety policy in a playwork setting. The resource must be arranged to clearly meet the following criteria:</p> <ul style="list-style-type: none"> <li>• describe the legal requirements and guidance for health, safety and security that apply in a playwork context</li> <li>• outline policies and procedures for health, safety and welfare that apply in a playwork context, including off-site procedures</li> <li>• identify a minimum of 5 different hazards that may occur in a playwork setting</li> <li>• describe how to assess and respond to the main health, safety and security hazards that may occur in a playwork setting and off site</li> <li>• 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 others</li> </ul> </li> </ul> <p><b>Learning outcome (LO) and assessment criteria (AC) mapping:</b></p> <p>LO1, AC1.1            LO2, AC2.1            LO4, AC4.1–4.3</p> <p><b>Evidence types:</b></p> <ul style="list-style-type: none"> <li>• resource</li> <li>• professional discussion</li> </ul>
<p><b>Task 2</b></p> <p><b>Task instructions:</b></p> <p>You must create a poster and handout that can be displayed in the staffroom at the playwork setting to offer advice and guidance around emergency situations that might occur. Your poster and handout must cover procedures to follow for the following emergency situations:</p> <ul style="list-style-type: none"> <li>• fire and evacuation</li> <li>• lockdown</li> <li>• extreme weather</li> <li>• security incident</li> <li>• play and behavioural emergencies</li> <li>• medical emergency</li> </ul>

**Assessment task – L2PW8**

The poster or handout must cover the following criteria:

- outline common types of injuries and illness that can occur in the playwork setting
- describe the procedures a playworker should follow in response to injuries and illnesses
- describe the procedures to follow for different emergency situations that may occur in the playwork setting
- explain why it is important to remain calm and communicate clearly during an emergency
- outline records that are required following an emergency and why it is important to complete these accurately

**LO and AC mapping:**

LO6, AC6.1–6.2

LO7, AC7.1–7.3

**Evidence types:**

- written account
- poster and handout
- professional discussion

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

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

<b>Assessment task – L2PW9</b>
<p><b>Task 1</b></p> <p><b>Task instructions:</b></p> <p>You must read the following articles to support you to meet the criteria below:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.play.wales/play/play-and-risk/">www.play.wales/play/play-and-risk/</a></li> <li>• <a href="http://www.early-education.org.uk/taking-risks-play">www.early-education.org.uk/taking-risks-play</a></li> </ul> <p>You must write an account that explains risk benefit.</p> <p>You could include some examples of risk and challenge that you have seen in your setting. Your account must cover the following criteria:</p> <ul style="list-style-type: none"> <li>• explain how risk is important for children’s development</li> <li>• identify examples of risk and challenge in a playwork setting in relation to children’s age and stage of development</li> <li>• define the terms:               <ul style="list-style-type: none"> <li>○ risk benefit assessment</li> <li>○ dynamic risk benefit assessment</li> </ul> </li> <li>• outline why it is important for playworkers to balance health, safety and security requirements with the need for risk and challenge</li> <li>• end your written account by describing how the use of dynamic risk benefit assessment impacts positively on children’s play</li> <li>• identify the importance of children managing risk for themselves</li> </ul> <p><b>Tutor guidance:</b></p> <p>Learners must have access to the following articles in order to support this task:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.play.wales/play/play-and-risk/">www.play.wales/play/play-and-risk/</a></li> <li>• <a href="http://www.early-education.org.uk/taking-risks-play">www.early-education.org.uk/taking-risks-play</a></li> </ul> <p><b>Learning outcome (LO) and assessment criteria (AC) mapping:</b></p> <p>LO1, AC1.1–1.6</p> <p><b>Evidence types:</b></p> <ul style="list-style-type: none"> <li>• written account</li> <li>• professional discussion</li> </ul>

**Task 1****Task instructions:**

You must read the following articles to support you to meet the criteria below:

- [www.play.wales/play/play-and-risk/](http://www.play.wales/play/play-and-risk/)
- [www.early-education.org.uk/taking-risks-play](http://www.early-education.org.uk/taking-risks-play)

You must write an account that explains risk benefit.

You could include some examples of risk and challenge that you have seen in your setting. Your account must cover the following criteria:

- explain how risk is important for children’s development
- identify examples of risk and challenge in a playwork setting in relation to children’s age and stage of development
- define the terms:
  - risk benefit assessment
  - dynamic risk benefit assessment
- outline why it is important for playworkers to balance health, safety and security requirements with the need for risk and challenge
- end your written account by describing how the use of dynamic risk benefit assessment impacts positively on children’s play
- identify the importance of children managing risk for themselves

**Tutor guidance:**

Learners must have access to the following articles in order to support this task:

- [www.play.wales/play/play-and-risk/](http://www.play.wales/play/play-and-risk/)
- [www.early-education.org.uk/taking-risks-play](http://www.early-education.org.uk/taking-risks-play)

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

LO1, AC1.1–1.6

**Evidence types:**

- written account
- professional discussion

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

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

<b>Assessment task – L2PW10</b>
---------------------------------

**Task 1****Task instructions:**

You must develop a guidance manual for staff and students to refer to in a playwork setting.

You must divide your manual into 4 sections.

**Section 1: legislation**

You must title the first section of the manual as above and you must cover the following criteria:

- define what is meant by safeguarding children
- identify the:
  - legal requirements
  - local and national policies and guidance
- outline policies and procedures relating to safeguarding and child protection

**Section 2: legislation in practice**

You must title the second section of the manual as above and you must cover the following criteria:

- outline features of a safe practice code for protecting members of the playwork team and volunteers
- explain legislation in relation to confidentiality

**Section 3: child protection safe practices and guidance**

You must title the third section of the manual as above and it must cover the following criteria:

- describe 5 different types of abuse
- describe 4 factors that may contribute to a child being more vulnerable to abuse
- describe how signs of abuse may be expressed through children's play
- outline risks to children of using technology and social media
- identify who to contact when there are safeguarding concerns about children
- outline recording and reporting procedures in relation to a child's welfare in own setting
- outline the differences between:
  - observation
  - fact
  - information gained from others
  - opinion
- explain the importance of reporting concerns and sharing information in relation to children's welfare, including mental health

**Assessment task – L2PW10****Section 4: whistleblowing and best practice**

You must title the fourth section of the manual as above and it must cover the following criteria:

- summarise the term 'whistleblowing' and how this relates to your role
- explain the importance of supporting children to keep themselves safe
- identify where to get advice, support and further information on issues to do with safeguarding children
- describe strategies that could be used to support children to keep themselves safe:
  - when away from adults
  - when online
  - with their peers
  - if they are being bullied

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

LO1, AC1.1–1.5

LO2, AC2.1–2.4

LO3, AC3.1–3.5

LO4, AC4.1–4.3

**Evidence types:**

- written account
- guidance manual resource for playworkers
- professional discussion

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

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

<b>Assessment task – L2PW11</b>
<p><b>Task 1</b></p> <p><b>Task instructions:</b></p> <p>You must think about the meaning of effective teamwork and then write a paragraph to explain the meaning of effective teamwork. You may refer to examples from your own experience in your response.</p> <p><b>Learning outcome (LO) and assessment criteria (AC) mapping:</b></p> <p>LO2, AC2.1</p> <p><b>Evidence types:</b></p> <ul style="list-style-type: none"> <li>• written account</li> </ul>
<p><b>Task 2</b></p> <p><b>Task instructions:</b></p> <p>You must develop a series of accounts to meet the following criteria.</p> <p>If you have access to a playwork setting you can reflect on your experiences of working as part of a professional team. The accounts must:</p> <ul style="list-style-type: none"> <li>• identify different working relationships that support effective team practice</li> <li>• identify others that may work with a playwork team</li> <li>• outline the role of others that may work with a playwork team</li> <li>• describe how partnership working can benefit children in a playwork context</li> <li>• outline the importance of clear communication within a team</li> <li>• describe the benefits of team meetings</li> <li>• explain ways of improving a team's playwork practice</li> </ul> <p><b>LO and AC mapping:</b></p> <p>LO1, AC1.1–1.4  LO2, AC2.2  LO3, AC3.1–3.2</p> <p><b>Evidence types:</b></p> <ul style="list-style-type: none"> <li>• written account</li> <li>• professional discussion</li> </ul>



**Assessment task – L2PW11****Task 3****Task instructions:**

In this task you are asked to consider conflict that may occur within a team. You must create a poster or leaflet that could be used as a resource for playwork staff.

Your resource must cover the following criteria:

- give 3 examples of types of issues that may cause conflict within a playwork team
- describe ways to resolve team conflict
- describe when you would need to refer conflict to a senior member of staff

**LO and AC mapping:**

LO2, AC2.3–2.5

**Evidence types:**

- written account
- resource/leaflet/poster
- professional discussion

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

The following tasks have been developed to meet all of the knowledge and skills-based assessment criteria (AC) for the unit. The skills are related to student reflection to identify actions and targets for professional development. Skills-based AC have therefore been included as part of this task.

### Assessment task – L2PW12

**Task 1****Task instructions:**

Refer to the reflective cycle (an example of Gibbs reflective cycle is included here, but any cycle of reflection will be appropriate). Use the reflective cycle to help you to meet the following criteria.



Reference: [www.aminabusinessplanning.wordpress.com/2014/12/10/gibbs-model-of-reflection-my-business-plan/](http://www.aminabusinessplanning.wordpress.com/2014/12/10/gibbs-model-of-reflection-my-business-plan/)

You must write an account that outlines what is meant by reflective practice and how it relates to the playwork principles.

Your account must also explain the importance of reflective practice and continuing professional development (CPD) for best practice.

**Tutor guidance:**

Learners must have access to an example of a reflective cycle to support task 1.

Learners must gather some feedback from children and others in preparation for reflective discussion in task 3.

Before attempting task 4, learners will need to gather certain pieces of evidence in order to work with an appropriate person to meet the AC.

Learners must have records of CPD activities that they have undertaken.

In addition, learners must obtain observations of their practice completed by their tutor or peers at the playwork setting. These are required to demonstrate use of observations and peer feedback to inform

### Assessment task – L2PW12

own practice. Learners should use this information to develop a professional development plan (PDP) for task 4.

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

LO1, AC1.1–1.2

#### Evidence types:

- written account
- professional discussion

#### Task 2

#### Task instructions:

Take a moment to think about how your own attitudes and experiences may impact your work.

You must write an account to meet the criteria below:

- describe how own values, attitudes and experiences impact on playwork practice and why it is important to recognise and reflect on this
- identify how children's actions can impact on the playworker

#### LO and AC mapping:

LO1, AC1.3–1.4

#### Evidence types:

- written account
- professional discussion

#### Task 3

#### Task instructions:

You must make notes to prepare for a professional development discussion with your tutor/assessor.

The discussion will cover the following criteria:

- explain the importance of observations of play and feedback from children to improve own playwork practice
- use feedback from children and others to reflect on own playwork practice
- reflect on own practice in relation to the playwork principles
- summarise how improvements to own professional development can positively impact the playwork setting

**Assessment task – L2PW12****LO and AC mapping:**

LO1, AC1.5  
LO2, AC2.1–2.3

**Evidence types:**

- preparation notes
- professional discussion

**Task 4****Task instructions:**

In this task you will need to work with an appropriate person.

You must consider observations that you have carried out on children's play and explain in a professional discussion or written reflective account how your observations have informed your practice.

Share own observations and reflections with colleagues to inform practice. You must work with an appropriate person to:

- 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

You must share evidence of the CPD activities you have undertaken that is relevant to own goals and targets and write a reflective account or discuss with your tutor, explaining how the development opportunities have improved your own practice.

**LO and AC mapping:**

LO2, AC2.4–2.5  
LO3, AC3.1–3.3

**Evidence types:**

- preparation notes
- professional discussion
- personal development plan
- records of CPD activities
- target setting plans

## Contact us

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

Tel: 0191 239 8000\*

Fax: 0191 239 8001

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

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

**NCFE © Copyright 2023 All rights reserved worldwide.**

Version 2.0 November 2023

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

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

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

All the material in this publication is protected by copyright.

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