

cache  
nurturing achievement

Level

2

## Qualification Specification

Playwork Qualifications Group (QCF)



# CACHE Qualification Specification

CACHE Level 2 Award and Certificate in Playwork (QCF)  
and CACHE Level 2 Diploma in Playwork (NVQ) (QCF)

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### **Qualification reference numbers:**

CACHE Level 2 Award in Playwork (QCF)	500/9066/5
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# Section 1: General introduction

## About this Qualification Specification

This Qualification Specification contains all the mandatory units and assessments you will need to complete as part of the qualification. As well as the mandatory units there is a choice of 'optional units' which form part of the qualification. These are available on our website and cachezone. Your tutor or assessor will either supply you with copies of your chosen units or direct you to the relevant page on the website so you can download them. This Specification also contains extra information for your tutor or assessor.

## How the qualifications work

These qualifications are made up of units each representing a small step of learning. This allows the qualifications to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

Example shows how outcomes and criteria are laid out in the Unit Assessment Records (UARs) in Section 3

## Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

### Competence / Skills based learning outcomes:

- generally begin with 'Be able to' and the assessment criteria usually show that the evidence must be observable
- are about being able to perform a variety of different tasks as part of your work role **within** a real work environment.

### Knowledge based learning outcomes:

- generally begin with 'Know', 'Understand' or 'Know how to' and the assessment criteria will reflect that evidence can be recorded in ways other than observation, although observation remains a valid method (however, some learning outcomes could be purely knowledge based and do not need to be in the context of a work role).



For your convenience, Knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, a unit has some Skills/Competence component(s).



## Making use of the CACHE websites

The CACHE websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

### The Public Website

Our public website address is: [www.cache.org.uk](http://www.cache.org.uk) and contains information that is available to everybody. It contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- **Complaints Procedure**
- **Appeals Process**
- **Equality and Diversity Statement** – our approach to non-discrimination
- **CACHE Statement of Values** – our values when working with children or young people

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

### The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website 'cachezone'. **This site is for Centres only.**

Login is via the 'cachezone page' on our public website using the details provided by the Centre administrator.

## **Section 2: About these qualifications**

## Qualification Summary

<b>Title</b>	CACHE Level 2 Award in Playwork (QCF)			
<b>Type</b>	QCF			
<b>Qualification number</b>	500/9066/5			
<b>Aim</b>	<p>This qualification is an introduction to the primary aspects of working with children and young people between the ages of 4 to 16 in play environments. It provides an understanding of the importance of play and playwork in children and young people's lives.</p> <p>The Award is mainly knowledge based, with a limited amount of practical application in the playwork environment, and is aimed at all those who wish to work in a supervised role in a wide range of playwork environments.</p>			
<b>Purpose</b> Ofqual code and description (where applicable)	<p>C1. Prepare for employment in a broad occupational area</p> <p>Other (CACHE description): Does not confer competence or licence to practice</p>			
<b>Guided learning hours</b>	Min	72	Max	72
<b>Credit value</b>	10	<b>Minimum credits at / above Level</b>		10
<b>Minimum age of learner</b>	16			
<b>Age ranges covered by the qualification</b>	4-16			
<b>Real work environment (RWE) requirement / recommendation</b>	Experience of working in play environments will be required as learners must show competence in both knowledge and skills.			
<b>Rules of Combination</b>	The learner must achieve 3 mandatory units, totalling 10 credits.			
<b>Progression</b>	Learners can progress to Level 3 Playwork qualifications.			
<b>Equivalencies / Performance Points</b>	Please refer to cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.			
<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods which could include: direct observation within the workplace, written assignments or a task set by CACHE*.</p> <p>* NB: CACHE assessment tasks are provided for tutors' convenience. They are not mandatory.</p>			

<b>Additional assessment requirements</b>	All units must be assessed in line with the SkillsActive Assessment Strategy.
<b>Grading system</b>	The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.
<b>How long will it take to complete?</b>	The Level 2 Award, Certificate and Diploma in Playwork can usually be completed in one year or less.
<b>Entry requirements / recommendations</b>	Learners should be at least 16 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.

## Qualification Summary

<b>Title</b>	CACHE Level 2 Certificate in Playwork (QCF)			
<b>Type</b>	QCF			
<b>Qualification number</b>	500/9044/6			
<b>Aim</b>	<p>This qualification is an introduction to the primary aspects of working with children and young people between the ages of 4 to 16 in play environments. It provides an understanding of the importance of play and playwork in children and young people's lives.</p> <p>The Certificate is mainly knowledge based, with a limited amount of practical application in the playwork environment, and is aimed at all those who wish to work in a supervised role in a wide range of playwork environments.</p>			
<b>Purpose</b> Ofqual code and description (where applicable)	<p>C1. Prepare for employment in a broad occupational area</p> <p>Other (CACHE description): Does not confer competence or licence to practice</p>			
<b>Guided learning hours</b>	Min	192	Max	192
<b>Credit value</b>	25	<b>Minimum credits at / above Level</b>		25
<b>Minimum age of learner</b>	16			
<b>Age ranges covered by the qualification</b>	4-16			
<b>Real work environment (RWE) requirement / recommendation</b>	Experience of working in play environments will be required as learners must show competence in both knowledge and skills.			
<b>Rules of Combination</b>	The learner must achieve 8 mandatory units, including the 3 Award-units, totalling 25 credits.			
<b>Progression</b>	Learners can progress to Level 3 Playwork qualifications.			
<b>Equivalencies / Performance Points</b>	Please refer to cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.			
<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods which could include: direct observation within the workplace, written assignments or a task set by CACHE*.</p> <p>* NB: CACHE assessment tasks are provided for tutors' convenience. They are not mandatory.</p>			

<b>Additional assessment requirements</b>	All units must be assessed in line with the SkillsActive Assessment Strategy.
<b>Grading system</b>	The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.
<b>How long will it take to complete?</b>	The Level 2 Award, Certificate and Diploma in Playwork can usually be completed in one year or less.
<b>Entry requirements / recommendations</b>	Learners should be at least 16 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.

## Qualification Summary

<b>Title</b>	CACHE Level 2 Diploma in Playwork (NVQ) (QCF)			
<b>Type</b>	QCF			
<b>Qualification number</b>	500/9047/1			
<b>Aim</b>	<p>This qualification is an introduction to the primary aspects of working with children and young people between the ages of 4 to 16 in play environments. It provides an understanding of the importance of play and playwork in children and young people's lives.</p> <p>The Diploma covers the knowledge and skills needed when working under supervision and requires the learner to demonstrate the full application of these in the workplace, and is aimed at all those who wish to work in a supervised role in a wide range of playwork environments.</p>			
<b>Purpose</b> Ofqual code and description (where applicable)	D1: Confirm competence in an occupational role to the standards required			
<b>Guided learning hours</b>	Min	437	Max	442
<b>Credit value</b>	61	<b>Minimum credits at / above Level</b>		61
<b>Minimum age of learner</b>	16			
<b>Age ranges covered by the qualification</b>	4-16			
<b>Real work environment (RWE) requirement / recommendation</b>	Learners will need to be working or on practical placement as they need to show both knowledge and skills.			
<b>Rules of Combination</b>	The learner must achieve 45 credits from 12 mandatory units, including the 8 Award and Certificate units, plus a minimum of 16 credits from the optional units.			
<b>Progression</b>	Learners can progress to Level 3 Playwork qualifications.			
<b>Equivalencies / Performance Points</b>	Please refer to cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.			
<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods which could include: direct observation within the workplace, written assignments or a task set by CACHE*.</p> <p>* NB: CACHE assessment tasks are provided for tutors' convenience. They are not mandatory.</p>			

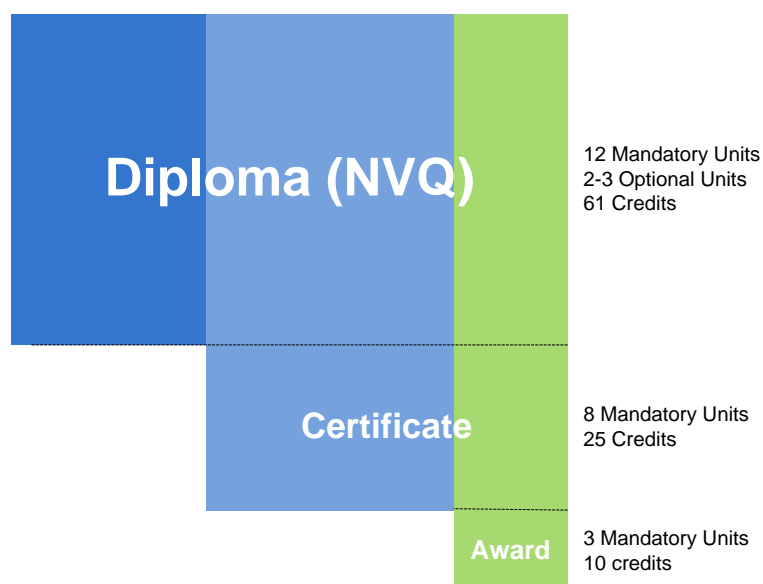
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<b>Additional assessment requirements</b>	All units must be assessed in line with the SkillsActive Assessment Strategy.
<b>Grading system</b>	The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.
<b>How long will it take to complete?</b>	The Level 2 Award, Certificate and Diploma in Playwork can usually be completed in one year or less.
<b>Entry requirements / recommendations</b>	Learners should be at least 16 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.



## Introduction to these qualifications

Nesting of units for the CACHE Level 2 Award and Certificate in Playwork, and Diploma in Playwork (NVQ) Qualifications



### These qualifications:

- are an introduction to the primary aspects of working with children and young people in play environments
- support the government's wider children's workforce development strategy
- allow a stepped approach to learning with shared units between the Award, Certificate and Diploma
- are primarily designed for those working with children and young people between 4-16 years of age in a variety of environments
- provide learners with an understanding of the importance of play and playwork in children and young people's lives.

## General introduction

The following section is based on the SkillsActive document “SkillsActive QCF Evidence Requirements and Assessment Guidance Level 2 Diploma in Playwork (NVQ) January 2010”

The units in these qualifications are written in line with the National Occupational Standards (NOS) for Playwork Level 2 which were approved in August 2007.

The Playwork NVQ is aimed at staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. Level 2 staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

SkillsActive, the Sector Skills Council for Active Leisure, Learning and Well-being, as an Ofqual approved unit and rule of combination submitter for the Qualification and Credit Framework, has developed a suite of Level 2 qualifications (Award, Certificate, Diploma) in Playwork (NVQ).

## The Award and the Certificate

Although the Award is a free-standing qualification, the units that make up the Award also sit inside the Certificate and, although the Certificate is free-standing, the units that make up the Certificate also sit inside the Diploma. The Award and Certificate units mainly cover knowledge and understanding with a limited amount of application in a playwork setting. This could be achieved in a limited period of time, for example whilst on a holiday play scheme or on work experience from a college course. The Award and Certificate, therefore, are intended to prepare the learner for employment, and this is their purpose. They do not confirm occupational competence, only that the learner is ready to enter employment as a playworker.

## Assessor requirements for the Award and the Certificate

The SkillsActive assessment strategy should be followed when assessing these qualifications.

## How much evidence is necessary?

For the units contained in the Award and Certificate, evidence is required for knowledge, understanding and skills with only limited requirements to show their application in practice. Knowledge and understanding for these units need only be assessed on one occasion.

## The Diploma

The Diploma includes the Award and Certificate units and covers the knowledge and understanding from the national occupational standards, but also requires the learner to demonstrate the full application of this knowledge and understanding over a period of time in the workplace. The Diploma, therefore, is intended to confirm the learner's occupational competence. This is reflected by including '(NVQ)' in the qualification title.

The units that are unique to the Diploma, are not intended to be a snapshot of the learner's work, but should provide a confirmation that the learner meets the national occupational standards on a consistent basis in the workplace over time.

The units that are unique to the Diploma, therefore, require primary evidence to be gathered by means of fully recorded observations carried out by an A1 (or equivalent) qualified assessor who is also occupationally expert as defined by the assessment strategy.

It is recommended that a total of 18 hours of observation should take place, with each observation session being followed by a professional discussion. Evidence for each learning outcome and assessment criterion must be 'cross referenced', 'mapped' or 'logged' on one occasion only.

Observational evidence should be supplemented by additional performance evidence, such as witness testimony, reflective accounts or professional discussion, reflective account, only on occasions when the assessor has not been present or because the evidence is not generated on a frequent basis.

Assessment occasions should not take place on the same day. The assessor must satisfy themselves that the candidate is practising competently not only during observations but also at other times as well.

In the case that a unit has very few learning outcomes and assessment criteria, assessors and verifiers should be aware that opportunities for the candidate to generate appropriate evidence may be rare, and therefore it will be acceptable to use 'historical evidence' – i.e. evidence produced before the candidate has registered for the Diploma. However, this evidence should not be more than two years old and should be validated as being authentic.

Refer to the CACHE assessment guidance on in Section 4 of this document for information about the recommended assessment methods.

More information about each individual method can be found in the CACHE QCF '**How to.....A Guide to Assessing CACHE QCF Qualifications**' document, which can be found on [cachezone](http://cachezone.com).

## Playwork principles

These principles establish the professional and ethical framework for playwork and as such must be regarded as a whole.

They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people.

They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and well-being of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.
8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and well-being of children.

The playwork principles were developed by the Playwork Principles Scrutiny Group, convened by Play Wales and adopted by SkillsActive in 2005.

Further information on key points relating to play, playwork and the role of playworkers can be found in 'The Pocket Guide to Playwork', available on the SkillsActive website.

[www.skillsactive.com](http://www.skillsactive.com)

## Playwork and Early Years Foundation Stage (EYFS) Requirements

Playwork qualifications are primarily aimed at those working in Play environments with children and young people aged 4-16, although this age range is not exclusive. Playwork environments that are attended by children aged 5 or under will need to conform to Early Years Foundation Stage Practice (EYFS) requirements. Further details and the full briefing document can be found on the SkillsActive website [www.skillsactive.com](http://www.skillsactive.com).

## Rules of combination and progression

### Level 2 Award in Playwork

The aim of this qualification is to provide an introduction to playwork and the playwork principles. The award is mainly knowledge and understanding based, with a limited amount of practical application in the playwork environment.

This qualification provides opportunities for the learner to progress to the CACHE Level 2 Certificate in Playwork, CACHE Level 2 Diploma in Playwork (NVQ), CACHE Level 3 Playwork qualifications, playwork qualifications with other awarding organisations and employment in the playwork sector.

The learner must achieve 3 mandatory units, totalling 10 credits.

### Level 2 Certificate in Playwork

The aim of this qualification is to provide an introduction to playwork and the playwork principles. The knowledge and understanding is derived from the Level 2 national occupational standards with a limited amount of practical application in the playwork environment.

This qualification provides opportunities for the learner to progress to the CACHE Level 2 Diploma in Playwork (NVQ), CACHE Level 3 Playwork qualifications, playwork qualifications with other awarding organisations and employment in the playwork sector.

The learner must achieve 8 mandatory units, including the 3 Award-units, totalling 25 credits.

### Level 2 Diploma in Playwork (NVQ)

The aim of the Diploma is to confer competence to work in playwork environments. It covers the knowledge and understanding from the national occupational standards and requires the learner to demonstrate the full application of this knowledge and understanding over a period of time in the workplace.

This qualification provides opportunities for the learner to progress to CACHE Level 3 Playwork qualifications, playwork qualifications with other awarding bodies and employment in the playwork sector.

The learner must achieve 45 credits from 12 mandatory units, including the 8 Award and Certificate units, plus a minimum of 16 credits from the optional units.

## Unit Achievement Log


### Level 2 Award in Playwork



Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
H/600/9500	PW 2-16	Playwork principles	Knowledge	2	3	29	31	
M/600/9502	PW 2-17	Working within a play environment with children and young people	Knowledge / Skills	2	4	17	35	
F/600/9505	PW 2-18	Supporting children and young people's play	Knowledge / Skill	2	3	26	41	
<b>Total credit and GLH for Award</b>					<b>10</b>	<b>72</b>		

## Level 2 Certificate in Playwork

To achieve the Certificate the learner must also achieve the 3 units from the Award.

Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
 L/600/9507	PW 2-19	Relationships in the play environment	Knowledge	2	4	35	45	
Y/600/9509	PW 2-20	Health and safety in the play environment	Knowledge / Skills	2	3	25	53	
 L/600/9510	PW 2-21	The safeguarding and welfare of children and young people in the play environment	Knowledge	2	2	15	59	
H/600/9514	PW 2-22	Developing own playwork and team practice	Knowledge / Skills	2	3	25	65	
R/600/9511	PW 3-1	Reflective playwork practice	Knowledge / Skills	3	3	20	71	
<b>Credit and GLH from the Award</b>					<b>10</b>	<b>72</b>		
<b>Credit and GLH from Certificate only units</b>					<b>15</b>	<b>120</b>		
<b>Total credit and GLH for Certificate</b>					<b>25</b>	<b>192</b>		



## Level 2 Diploma in Playwork (NVQ)

To achieve the Diploma the learner must also achieve the 3 units from the Award and the 5 units from the Certificate.

Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
Y/600/9526	PW 2-23	Contribute to the health, safety, security and welfare of children and young people using the	Skills	2	5	30	79	
H/600/9528	PW 2-24	Help to improve own practice and the work of the playwork team	Skills	2	4	30	85	
T/600/9520	PW 3-2	Support relationships in the play environment	Skills	3	4	30	91	
L/600/9524	PW 3-3	Work with children and young people to create play spaces and support freely chosen self-	Skills	3	7	50	97	
<b>Credit and GLH from the Award and Certificate</b>					<b>25</b>	<b>192</b>		
<b>Credit and GLH from Diploma only units</b>					<b>20</b>	<b>140</b>		
<b>Total mandatory credit and GLH for Diploma</b>					<b>45</b>	<b>332</b>		

## Optional units

Details of these units can be found in the separate Optional Units document which can be found on the CACHE website and cachezone.

Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	GLH	Notes
K/600/9529	PW 2-25	Contribute to providing food and drink in the play environment	Knowledge / Skills	2	8	55	
K/600/9532	PW 3-4	Facilitate a specific play opportunity at children or young people's request	Knowledge / Skills	3	14	85	
T/600/9534	PW 3-5	Support the development of playwork opportunities in the community	Knowledge / Skills	3	8	55	
F/600/9536	PW 3-6	Contribute to supporting disabled children and young people in the play environment	Knowledge / Skills	3	15	80	
J/600/9540	PW 3-7	Support work with parents and carers in the play environment	Knowledge / Skills	3	12	70	
L/600/9541	PW 3-8	Carry out playwork in a school setting	Knowledge / Skills	3	11	65	
Y/600/9543	PW 2-26	Contribute to the administration of the play environment	Knowledge / Skills	2	8	50	

Section 2: About these qualifications

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Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	GLH	Notes
M/600/9547	PW 2.27	Support the travel of children and young people outside the play environment	Knowledge / Skills	2	13	80	
Credit and GLH from the Award, Certificate and Diploma mandatory units					45	332	
Credit required from optional units					16	105-110	
Total mandatory and optional credit and GLH for the Diploma					61	437- 442	

## **Section 3: Units**

This section includes CACHE assessment tasks for tutors' convenience. They are not mandatory.

## Assessment Methods

Please note that the following assessment methods can be applied across knowledge only assessment criteria and the optional task devised by CACHE is an example of one such method.

- Direct observation
- Professional discussion
- Expert Witness evidence
- Learner's own work products
- Learner log or reflective diary
- Activity plan or planned activity
- Observation of children, young people or adults by the learner
- Portfolio of evidence
- Recognition of Prior Learning to evidence a full unit
- Reflection on own practice in real work environment
- Written and pictorial information
- Scenario or case study
- Task set by CACHE (for knowledge learning outcomes)
- Oral questions and answers
- Non-compulsory assessment method devised by centre and approved by CACHE.

## Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. Edexcel, CACHE etc.).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the QCF framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.  1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task (set by CACHE)*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

\* *Additional information, Unit assessment guidance and Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.







<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4. Identify the playworker's impact on the play space.		
	2.5. Give two examples of how children and young people's play can affect the playworker.		

**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: PW 2-16**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	SkillsActive Playwork NOS 2006
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	This unit must be assessed in accordance with the SkillsActive Playwork assessment strategy.

## Assessment task – PW 2-16 Playwork principles

Playwork principles underpin everything that you do with children and young people in your playwork environment. These principles acknowledge that children and young people will benefit when given access to a broad range of environments and play opportunities.

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

You have been asked to write an article for a magazine entitled 'Play - its nature and value'. You need to include the following points:

- a description of the need for children and young people to play
- a description of how play contributes to children and young people's development
- an explanation of how play is a process that is "freely chosen, personally directed and intrinsically motivated"
- a statement which identifies the requirements of the UN Convention on the Rights of the Child in relation to play provision.

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

You have been asked by a playwork setting to produce an induction information sheet which highlights the role of the playworker in supporting children and young people's play. Include information on the following:

- a description of the role of the playworker in supporting and facilitating play
- a description of the role of the playworker as an advocate for play
- three examples of how the playworker can support children and young people to create play spaces
- identification of the playworker's impact on the play space
- two examples of how children and young people's play can affect the playworker.

## PW 2-17: Working within a play environment with children and young people

Unit reference M/600/9502 Level 2

Credit value 4 GLH 17

**Unit aim** This unit covers the knowledge, understanding and some elements of practice that a new playworker needs to work effectively with children and young people in a play environment, and contribute to safeguarding their health and safety.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 3 must be assessed in a real work environment. Simulation is not permitted.</b>			
1. Understand the nature of the playworker's relationship with children and young people.	1.1. Describe why it is important for the playworker to establish an effective rapport with all children and young people in a play environment.		
	1.2. Outline what is meant by an honest, respectful and trusting relationship with all children and young people in a play environment.		
	1.3. State why it is important to communicate effectively with all children and young people in a play environment.		
	1.4. Identify features of good communication with children and young people.		
	1.5. Outline what is meant by treating children and young people fairly.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.6. Describe why it is important for the playworker to value all children and young people's individuality and differences.		
2. Know the playworker's responsibilities for supporting a safe and challenging play environment.	2.1. Define the extent and limits of own responsibilities in the play environment.		
	2.2. Describe a playwork organisation's procedures before, during and after a session to maintain health, safety and security, including emergency procedures.		
	2.3. Describe how to respond to the main health, safety and security hazards that may occur in play environments.		
	2.4. Identify examples of stimulation, risk and challenge in a play environment.		
	2.5. Give reasons why stimulation, risk and challenge are important in a play environment.		
	2.6. Outline why it is important for the playworker to balance health, safety and security requirements with the need for stimulation, risk and challenge.		
	2.7. Describe a playworker's responsibilities for tidying up, checking equipment and other resources in a play environment.		
3. Be able to contribute to an inclusive and stimulating play environment.	3.1. Develop an effective rapport with children and young people in a play environment.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Treat children and young people in a play environment with honesty, respect, trust and fairness.		
	3.3. Communicate with children and young people in a play environment as appropriate to their needs.		
	3.4. Suggest ways in which a play environment could be made more inclusive and stimulating.		
4. Know the playworker's responsibilities for safeguarding children and young people.	4.1. Define what is meant by safeguarding children and young people.		
	4.2. Give four examples of the different ways in which children and young people could be harmed, including by other children.		
	4.3. Identify who to contact when there are concerns about the welfare of children and young people.		
	4.4. Describe the features of a playwork organisation's safe practice code for protecting members of the staff team and volunteers.		

**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: PW 2.17**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	SkillsActive Playwork NOS 2006
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	This unit must be assessed in accordance with the SkillsActive Playwork assessment strategy.

## Assessment task – PW 2-17 Working within a play environment with children and young people

### Introduction

As a new playworker you will need to learn as much as possible about the play environment and the professional way that you need to practise. It is vital that all staff and volunteers are consciously aware of the need to consistently contribute to safeguarding and the health and safety of the children and young people, whilst ensuring that the play environment is challenging. To do this effectively you need to be able to build positive relationships with children, young people and the staff team.

The task for this unit will enable you to show that you have knowledge and understanding of the play environment. Your evidence may be presented in the form of a reflective account or a written document, but be sure that all aspects of the points below are covered.

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6.

- a description of why it is important for the playworker to establish an effective rapport with all children and young people in a play environment
- an outline of what is meant by an honest, respectful and trusting relationship with all children and young people in a play environment
- a statement which shows why it is important to communicate effectively with all children and young people in a play environment
- an identification of features of good communication with children and young people
- an outline of what is meant by treating children and young people fairly
- a description of why it is important for the playworker to value all children and young people's individuality and differences.

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 and 2.7.

- a definition which shows the extent and limits of own responsibilities in the play environment
- a description of a playwork organisation's procedures before, during and after a session to maintain health, safety and security, including emergency procedures
- a description of how to respond to the main health, safety and security hazards that may occur in a play environment
- examples of stimulation, risk and challenge in a play environment
- reasons why stimulation, risk and challenge are important in a play environment
- an outline of why it is important for the playworker to balance health, safety and security requirements with the need for stimulation, risk and challenge
- a description of a playworker's responsibilities for tidying up, checking equipment and other resources in a play environment.



**Task 3** links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3 and 4.4.

- a definition of what is meant by safeguarding children and young people
- four examples of the different ways in which children and young people could be harmed, including by other children
- identification of who to contact when there are concerns about the welfare of children and young people
- a description of the features of a playwork organisation's safe practice code for protecting members of the staff team and volunteers.

## PW 2-18: Supporting children and young people's play

Unit reference F/600/9505 Level 2

Credit value 3 GLH 26

**Unit aim** This unit covers the knowledge, understanding and some elements of practice that a new playworker requires to support children and young people's freely chosen, self-directed play and reflect on their practice.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2 and 3 must be assessed in a real work environment. Simulation is not allowed.</b>			
1. Understand the nature of freely chosen, self-directed play.	1.1. Outline the characteristics of freely chosen, self-directed play.		
	1.2. Give examples of five play types commonly accepted by the playwork sector.		
	1.3. Describe what is meant by a play cue.		
	1.4. Describe the main stages of the play cycle.		
	1.5. Describe when playwork interventions may and may not be appropriate.		
2. Be able to support children and young people's play.	2.1. Make a variety of "loose parts" available to children and young people.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Give attention to children and young people's play whilst being sensitive to own impact on the play space.		
	2.3. Identify play cues and returns.		
	2.4. Provide playful responses to play cues.		
	2.5. Work as a team member when supporting children and young people's play.		
3. Be able to reflect on own playwork practice.	3.1. State the importance of reflecting on own playwork practice.		
	3.2. Reflect on own playwork practice.		
	3.3. Identify key learning points from own reflection.		

**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: PW 2-18**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	SkillsActive Playwork NOS 2006
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	Learning outcomes 2 and 3 must be assessed in a real work environment.  This unit must be assessed in accordance with the SkillsActive Playwork assessment strategy.

## Assessment task – PW 2-18 Supporting children and young people's play

**Task** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

The ethos of playwork is to support an environment of freely chosen and self-directed play for children and young people. This unit enables the new playworker to explore play in relation to play environments, and gain an understanding of some aspects of playwork practice.

Produce information on the following:

- an outline of the characteristics of freely chosen, self-directed play
- examples of five play types commonly accepted by the playwork sector
- a description of what is meant by a play cue
- a description of the main stages of the play cycle
- a description of when playwork interventions may and may not be appropriate.



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.6. Give three examples of how the playworker can interact with all children and young people to support their thinking and learning.		
2. Understand the principles of communicating with children and young people.	2.1. Describe how the different stages of child development affect the way children and young people communicate.		
	2.2. Explain why communication should be a two-way process.		
	2.3. Give three examples of different methods of communicating with children and young people.		
	2.4. Describe what is meant by actively listening to children and young people.		
	2.5. Outline the importance of making sure children and young people have understood what is being communicated.		
	2.6. Outline why it is important for children and young people to be able to ask questions, offer ideas and make suggestions.		
	2.7. Describe how to address communication challenges for children and young people with specific needs.		
3. Understand how to support relationships between children and young people and others in the play environment.	3.1. Outline how children and young people relate to others at different stages of their development.		
	3.2. Describe how play can help children and young people to develop relationships.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Describe the purpose and value of group agreements with and between children and young people.		
	3.4. Outline what is meant by 'individuality', 'diversity' and 'difference' as applied to people.		
	3.5. Outline why it is important for children and young people to appreciate individuality, diversity and difference in other people.		
	3.6. Outline why it is important for children and young people to understand other people's feelings and points of view.		
	3.7. Outline why it is important for children and young people to be able to resolve conflict for themselves.		
	3.8. Describe what support children and young people may require from a playworker when conflict arises.		
	3.9. Identify when it is appropriate to provide support to children and young people when conflict arises.		
4. Understand the impact of transitions on children and young people's relationships with others.	4.1. Give five examples of the types of transitions that may affect children and young people's relationships with others.		
	4.2. Outline how transitions may affect children and young people's behaviour and relationships with others.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3. Describe how a playworker can offer to support children and young people who are experiencing transitions.		

**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: PW 2-19**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	SkillsActive Playwork NOS 2006
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	This unit must be assessed in accordance with the SkillsActive Playwork assessment strategy.

## Assessment task – PW 2-19 Relationships in the play environment

Building and maintaining relationships in the play environment is an important aspect of the playworker's role. It requires individuals to develop effective communication skills for working with children and young people to enable them to support positive relationships.

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6.

Prepare an information folder for your play environment to include the following sections:

### Section 1 Building and maintaining relationships

- a description of how a playworker should relate to children and young people.  
Include:
  - four examples each of 'appropriate' and 'inappropriate' behaviour by a playworker
  - four examples of anti-discriminatory practice in a playworker's relationships with children and young people
  - four examples of inclusive practice in a playworker's relationship with children and young people
  - four examples of when it is important to focus on an individual child/young person rather than the group as a whole
  - three examples of how the playworker can interact with all children and young people to support their thinking and learning.

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 and 2.7.

### Section 2 Principles of communicating with children and young people

- a description of how the different stages of child development affect the way children and young people communicate
- an explanation of why communication should be a two-way process
- three examples of different methods of communicating with children and young people
- a description of what is meant by actively listening to children and young people
- an outline of the importance of making sure children and young people have understood what is being communicated
- an outline of why it is important for children and young people to be able to ask questions, offer ideas and make suggestions
- a description of how to address communication challenges for children and young people with specific needs.

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8 and 3.9.

### Section 3 Supporting relationships in the play environment

- an outline of how children and young people relate to others at different stages of their development
- a description of how play can help children and young people to develop relationships
- a description of the purpose and value of group agreements with and between children and young people
- an outline of what is meant by 'individuality', 'diversity' and 'difference' as applied to people
- an outline of why it is important for children and young people to appreciate individuality, diversity and difference in other people
- an outline of why it is important for children and young people to understand other people's feelings and points of view
- an outline of why it is important for children and young people to be able to resolve conflict for themselves
- a description of what support children and young people may require from a playworker when conflict arises
- identification of when it is appropriate to provide support to children and young people when conflict arises.

**Task 4** links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

### Section 4 The impact of transitions

- five examples of the types of transitions that may affect children and young people's relationships with others
- an outline of how transitions may affect children and young people's behaviour and relationships with others
- a description of how a playworker can offer to support children and young people who are experiencing transitions.



## PW 2-20: Health and safety in the play environment

Unit reference Y/600/9509 Level 2  
 Credit value 3 GLH 25

**Unit aim** This unit covers the knowledge, understanding and some skills that playworkers need to maintain the health and safety of children and young people in the play environment, including making a first response to accidents, illnesses and other emergencies. This does not require the application of first aid.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 3 must be assessed in a real work environment.</b>			
1. Know how to balance challenge and risk with health and safety requirements in the play environment.	1.1. Describe the main legal requirements for health, safety and welfare that apply to the playworker.		
	1.2. Describe how to balance risk and challenge against requirements for health and safety, taking account of children and young people's: <ul style="list-style-type: none"> <li>• development</li> <li>• personal interest</li> <li>• ability.</li> </ul>		
	1.3. Give four examples of the types of play and other behaviour that may cause unacceptable levels of risk.		
	1.4. Describe the process of assessing and managing risk in the play environment.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Give two examples of situations in which the playworker: <ul style="list-style-type: none"> <li>• can deal with a hazard themselves</li> <li>• must report the hazard to a responsible colleague.</li> </ul>		
2. Know how to assist children and young people to manage risk for themselves.	2.1. Outline why it is important for children and young people to take responsibility for own health, safety and security and that of others.		
	2.2. Describe how the playworker can help children and young people to take responsibility for health, safety and security.		
	2.3. Outline how children and young people's level of development affects their ability to manage risk.		
	2.4. Give three examples of the specific requirements of disabled children and young people in relation to managing risk.		
3. Be able to respond to hazards in the play environment.	3.1. Identify one example of each of the following types of hazards in a play environment: <ul style="list-style-type: none"> <li>• physical</li> <li>• emotional</li> <li>• behavioural</li> <li>• environmental.</li> </ul>		
	3.2. Assess the risks presented by physical, emotional, behavioural and environmental hazards in a play environment.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Follow an organisation's procedures to manage the risks presented by hazards in a play environment in the following ways: <ul style="list-style-type: none"> <li>• supporting children and young people to deal with the hazard</li> <li>• dealing with the hazard personally</li> <li>• reporting the hazard to a responsible colleague.</li> </ul>		
4. Know how to respond to injuries and illnesses in the play environment.	4.1. Give two examples of the common types of injuries that can occur in the play environment.		
	4.2. Give two examples of the common types of illnesses that can occur in the play environment.		
	4.3. Describe the procedures a playworker should follow in response to injuries and illnesses.		
	4.4. Describe the role of a nominated first-aider in a play environment.		
5. Know how to respond to emergencies other than injuries and illnesses in the play environment.	5.1. Give three examples of the different types of emergencies that may occur in play environments.		
	5.2. Describe the procedures to follow for three different types of emergencies that may occur in play environments.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	5.3. Outline why it is important to remain calm and communicate clearly with people during an emergency.		

**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: PW 2-20**  
 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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	PW35 Contribute to the health, safety, security and welfare of children and young people using the play environment.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	Learning outcome 3 must be assessed in a real work environment.  This unit must be assessed in accordance with the SkillsActive Playwork assessment strategy.

## Assessment task – PW 2-20 Health and safety in the play environment

Challenge and risk is an important aspect of the play environment but this also provides the need for a good understanding of the requirements of health and safety, and the role of the playworker should an accident or incident occur.

Produce information on the following:

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

- a description of the main legal requirements for health, safety and welfare that apply to the playworker
- a description of how to balance risk and challenge against requirements for health and safety, taking account of children and young people's:
  - development
  - personal interest
  - ability.
- four examples of the types of play and other behaviour that may cause unacceptable levels of risk
- a description of the process of assessing and managing risk in the play environment
- two examples of situations in which the playworker:
  - can deal with a hazard themselves
  - must report the hazard to a responsible colleague.

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

- an outline of why it is important for children and young people to take responsibility for own health, safety and security and that of others
- a description of how the playworker can help children and young people to take responsibility for health, safety and security
- an outline of how children and young people's level of development affects their ability to manage risk
- three examples of the specific requirements of disabled children and young people in relation to managing risk.

**Task 3** links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3 and 4.4.

- two examples of the common types of injuries that can occur in the play environment
- two examples of the common types of illnesses that can occur in the play environment
- a description of the procedures a playworker should follow in response to injuries and illnesses
- a description of the role of a nominated first-aider in a play environment.

**Task 4** links to learning outcome 5, assessment criteria 5.1, 5.2 and 5.3.

- three examples of the different types of emergencies that may occur in play environments
- a description of the procedures to follow for three different types of emergencies that may occur in play environments
- an outline of why it is important to remain calm and communicate clearly with people during an emergency.

## PW 2-21: The safeguarding and welfare of children and young people in the play environment



Unit reference L/600/9510 Level 2

Credit value 2 GLH 15

**Unit aim** This unit covers the knowledge and understanding that playworkers need to safeguard and provide for the welfare of children and young people in the play environment.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the requirements for safeguarding children and young people in a play environment.	1.1. Identify national policies, guidance and procedures relevant to safeguarding children and young people's welfare.		
	1.2. Outline local policies, procedures and guidance in relation to safeguarding.		
	1.3. Describe the playworker's responsibilities in relation to national and local policies, procedures and guidance for safeguarding children and young people.		
2. Know about the different forms of abuse that can affect children and young people.	2.1. Describe what is meant by the four types of abuse that can affect children and young people: <ul style="list-style-type: none"> <li>• physical</li> <li>• emotional</li> <li>• sexual</li> <li>• neglect.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Give one example of when bullying may constitute abuse.		
	2.3. Identify four signs or indicators for each of the following types of abuse: <ul style="list-style-type: none"> <li>• physical</li> <li>• emotional</li> <li>• sexual</li> <li>• neglect.</li> </ul>		
	2.4. Describe how signs of abuse can be subtle and may be expressed in play, artwork and the way that children and young people approach relationships with other children, young people and adults.		
3. Know how to respond to concerns about children and young people's welfare.	3.1. Describe how to observe and record concerns about possible abuse, distinguishing between: <ul style="list-style-type: none"> <li>• observation</li> <li>• facts</li> <li>• information gained from others</li> <li>• opinion.</li> </ul>		
	3.2. Explain the necessity of information sharing between individuals and between organisations in relation to children and young people's welfare.		
	3.3. Identify assessment frameworks or guidelines designed to safeguard the welfare of children and young people.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.4. Identify where to get advice, support and further information on issues to do with safeguarding children's welfare.		
	3.5. Explain how assumptions, attitudes and discrimination can influence practice in relation to safeguarding children and young people.		
	3.6. Explain how assumptions, attitudes and discrimination prevent some children and young people from having equality of opportunity and equal protection from harm.		
4. Know how to maintain the welfare of children and young people in the play environment.	4.1. Describe how and when to intervene when children or young people's personal hygiene is interfering with them playing with others.		
	4.2. Describe how and when to intervene when children or young people's hunger is affecting their ability to play.		
	4.3. Identify occasions when it's necessary to provide intimate personal care or assistance to a child or young person.		
	4.4. Outline how to ensure that respect is shown for the child or young person and that their dignity is maintained when providing intimate personal care or assistance.		
	4.5. Identify why it is important that a child or young person has the right to take part in decisions that may affect them.		

**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: PW 2-21**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	PW35 Contribute to the health, safety, security and welfare of children and young people using the play environment.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	This unit must be assessed in accordance with the SkillsActive Playwork assessment strategy.

## Assessment task – PW 2-21 The safeguarding and welfare of children and young people in the play environment

The role of the playworker in the safeguarding and welfare of children and young people is a challenging one. It requires you to have a good understanding of the regulatory requirements and how they are implemented at national and local levels. This unit gives you an opportunity to explore the background to the subject and gain an understanding of how to work effectively as a playworker, whilst ensuring that the children and young people that you work with are supported and their welfare and independence is held in high regard.

Your workplace is in the process of developing a resource which holds information on safeguarding and welfare of children and young people in the play environment and you have been asked to contribute. The following information is required:

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Section 1 of the resource is about national and local policies and the playworker's responsibilities.

- Identify and produce a list of national policies.
- Prepare an outline of local policies.
- Describe the playworker's responsibilities in relation to national and local policies.

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

Section 2 of the resource is to ensure that staff have a clear understanding of types of abuse and the issues that surround this topic.

- Describe what is meant by the four types of abuse that can affect children and young people:
  - physical
  - emotional
  - sexual
  - neglect.
- Give one example of when bullying may constitute abuse.
- Identify four signs or indicators for each of the following types of abuse:
  - physical
  - emotional
  - sexual
  - neglect.
- Describe how signs of abuse can be subtle and may be expressed in play, artwork and the way that children and young people approach relationships with other children, young people and adults.



**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6.

Section 3 of the resource is an opportunity to consider the role of the playworker in observing and monitoring possible incidents of abuse, and to identify the correct procedure for dealing with any concerns that may arise.

- Describe how to observe and record concerns about possible abuse, distinguishing between:
  - observation
  - facts
  - information gained from others
  - opinion.
- Explain the necessity of information sharing between individuals and between organisations in relation to children and young people's welfare.
- Identify assessment frameworks or guidelines designed to safeguard the welfare of children and young people.
- Identify where to get advice, support and further information on issues to do with safeguarding children's welfare.
- Explain how assumptions, attitudes and discrimination can influence practice in relation to safeguarding children and young people.
- Explain how assumptions, attitudes and discrimination prevent some children and young people from having equality of opportunity and equal protection from harm.

**Task 4** links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3, 4.4 and 4.5.

Dealing with things of a personal nature with an individual can be difficult and challenging. Section 4 of the resource will give good advice to colleagues.

- Describe how and when to intervene when children or young people's personal hygiene is interfering with them playing with others.
- Describe how and when to intervene when children or young people's hunger is affecting their ability to play.
- Identify occasions when it's necessary to provide intimate personal care or assistance to a child or young person.
- Outline how to ensure that respect is shown for the child or young person and that their dignity is maintained when providing intimate personal care or assistance.
- Identify why it is important that a child or young person has the right to take part in decisions that may affect them.

## PW 2-22: Developing own playwork and team practice

Unit reference	H/600/9514	Level	2
Credit value	3	GLH	25

**Unit aim** This unit covers the knowledge, understanding and some elements of practice that playworkers need to reflect on their own work and develop effective working relationships with their colleagues.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 3 must be assessed in a real work environment.</b>			
1. Know how to develop own playwork practice.	1.1. Describe how to identify own strengths and areas of playwork practice that need further development.		
	1.2. Describe how to identify goals and targets for own continuing development.		
	1.3. Outline how a playworker's colleagues and line manager can help a playworker to develop their skills and knowledge.		
	1.4. Identify sources of help on training and development from inside and outside a playwork organisation, including sources with inclusive and rights-based approaches to playwork.		
	1.5. Explain why it is important to continue to review and update personal development on a regular basis.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.6. Identify ways of continuing to review and improve own practice.		
2. Know how to work as part of a playwork team.	2.1. Explain why effective team work is important in an inclusive play environment.		
	2.2. Identify external organisations and staff with whom a playworker may need to develop effective team relationships.		
	2.3. Outline why it is important for a playworker to understand the purpose and objectives of their team.		
	2.4. Outline why it is important for a playworker to be clear about own role and responsibilities and those of others in the team.		
	2.5. Describe the importance of clear communication within a playwork team.		
	2.6. Identify the types of information a playworker should communicate to others in the team.		
	2.7. Describe how a playworker should interact effectively with other people to build an effective team.		
	2.8. Explain why it may be important to challenge existing practice within a playwork team, and how to do so constructively.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.9. Describe how to handle differences of opinion and conflict within the team.		
3. Be able to reflect on playwork practice as part of a team.	3.1. Use observations of, and feedback from, children and young people to reflect on own playwork practice.		
	3.2. Use feedback from colleagues and parents and others to reflect on own playwork practice.		
	3.3. Share reflections with a team colleague to identify how own playwork practice can be adapted and developed.		
	3.4. Identify potential training and development routes to enhance own playwork practice.		
	3.5. Demonstrate effective working relationships with other team members.		

**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: PW 2-22**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	PW36 Help to improve your own practice and the work of your playwork team.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	This unit must be assessed in accordance with the SkillsActive Playwork assessment strategy.

## Assessment task – PW 2-22 Developing own playwork and team practice

A team that works well together enables the play environment to operate effectively. Many skills need to be developed to ensure that this happens. This unit gives you the opportunity to gain an understanding of this vital aspect of playwork.

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6.

Prepare a document that will help you to review your own practice. Include the following:

- a description of how to identify own strengths and areas of playwork practice that need further development
- a description of how to identify goals and targets for own continuing development
- an outline of how a playworker's colleagues and line manager can help a playworker to develop their skills and knowledge
- identification of sources of help on training and development from inside and outside a playwork organisation, including sources with inclusive and rights-based approaches to playwork
- an explanation of why it is important to continue to review and update personal development on a regular basis
- an identification of ways of continuing to review and improve own practice.

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and 2.9.

Prepare the following information:

- an explanation of why effective team work is important in an inclusive play environment
- identification of external organisations and staff with whom a playworker may need to develop effective team relationships
- an outline of why it is important for a playworker to understand the purpose and objectives of their team
- an outline of why it is important for a playworker to be clear about own role and responsibilities, and those of others in the team
- a description of the importance of clear communication within a playwork team
- identification of the types of information a playworker should communicate to others in the team
- a description of how a playworker should interact effectively with other people to build an effective team
- an explanation of why it may be important to challenge existing practice within a playwork team, and how to do so constructively
- a description of how to handle differences of opinion and conflict within the team.



## PW 3-1: Reflective playwork practice

Unit reference R/600/9511 Level 3  
 Credit value 3 GLH 20

**Unit aim** This unit covers the knowledge and understanding and some elements of practice that playworkers need to support children and young people's play and apply reflective practice.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 5 must be assessed in a real work environment.</b>			
1. Know how to work with children and young people to create play spaces.	1.1. Describe the playworker's role in working with children and young people to create play spaces.		
	1.2. Explain the concept of 'loose parts' and its contribution to creating play spaces.		
	1.3. Give two examples of each of the following types of play spaces: <ul style="list-style-type: none"> <li>• physical</li> <li>• affective</li> <li>• transient</li> <li>• permanent.</li> </ul>		
	1.4. Outline how each different type of play space is important to children and young people's play.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Outline how children and young people's development can affect their ability or willingness to take part in: <ul style="list-style-type: none"> <li>• creating play spaces</li> <li>• changing/adapting play spaces.</li> </ul>		
2. Know how to ensure a play space is inclusive.	2.1. Outline why it is important to have an inclusive approach to creating play spaces.		
	2.2. Define 'separate', 'segregated' and 'inclusive' play provision.		
	2.3. Describe how to remove barriers that prevent some children and young people accessing play and play spaces.		
	2.4. Describe how to identify the specific needs of individual children and young people when creating play spaces and taking part in play.		
	2.5. Outline how to balance the rights of the children or young people to play in a self-directed way with the rights of others.		
3. Know how to identify children and young people's play needs and wants.	3.1. Describe two different methods of observing children and young people at play.		
	3.2. Describe two methods of gaining feedback from children and young people with due regard to their preferred methods of communication.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Describe how to use information gained from observation and feedback to identify play needs and wants.		
	3.4. Outline how children and young people's development can affect their play needs and wants.		
4. Know how to support children and young people's play.	4.1. Outline how to identify when children and young people need support within the play space.		
	4.2. Describe how a playworker can support, without taking control, children and young people to adapt a play space.		
	4.3. Describe four possible interventions that could be used to adjust levels of challenge and stimulation during children and young people's play.		
	4.4. Describe how to bring play to an end in a way that is sensitive to the children and young people and their level of development and involvement.		
5. Be able to apply playwork practice.	5.1. Identify the play needs and wants of children and young people.		
	5.2. Work with children and young people to create two types of play space that address their play needs and wants.		
	5.3. Adapt interventions to meet the play needs and wants of all children and young people.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
6. Know how to reflect on own playwork practice.	6.1. Outline why it is important to reflect on all aspects of own playwork practice, including relationships with other people.		
	6.2. Outline what is meant by reflective practice.		
	6.3. Describe how to use observations of, and explicit feedback from, children and young people to reflect on own playwork practice.		
	6.4. Identify what is meant by constructive feedback.		
	6.5. Describe how to gather and handle constructive feedback from others, for example colleagues and parents.		
	6.6. Explain how to use observations and feedback to adapt own playwork practice.		

**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: PW 3-1**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	PW34 Work with children and young people to create play spaces and support freely chosen self-directed play.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	This unit must be assessed in accordance with the SkillsActive Playwork assessment strategy.

## Assessment task – PW 3.1 Reflective playwork practice

Understanding the language of playwork is fundamental for any learner. This unit gives you the opportunity to reflect on your own practice to ensure that the children and young people in the play environment are given the best opportunity to explore and create challenging play opportunities.

You will need to gain the skills necessary to be able to receive and use feedback positively for the benefit of the children and young people in the play environment.

To ensure that your playwork practice improves and evolves prepare the following information:

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

- a description of the playworker's role in working with children and young people to create play spaces
- an explanation of the concept of 'loose parts' and its contribution to creating play spaces
- two examples of each of the following types of play spaces:
  - physical
  - affective
  - transient
  - permanent
- an outline of how each different type of play space is important to children and young people's play
- an outline of how children and young people's development can affect their ability or willingness to take part in:
  - creating play spaces
  - changing/adapting play spaces.

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

- an outline of why it is important to have an inclusive approach to creating play spaces
- a definition of 'separate', 'segregated' and 'inclusive' play provision
- a description of how to remove barriers that prevent some children and young people accessing play and play space
- a description of how to identify the specific needs of individual children and young people when creating play spaces and taking part in play
- an outline of how to balance the rights of the children or young people to play in a self-directed way with the rights of others.

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

- a description of two different methods of observing children and young people at play
- a description of two methods of gaining feedback from children and young people with due regard to their preferred methods of communication
- a description of how to use information gained from observation and feedback to identify play needs and wants
- an outline of how children and young people's development can affect their play needs and wants.

**Task 4** links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3 and 4.4.

- an outline of how to identify when children and young people need support within the play space
- a description of how a playworker can support, without taking control, children and young people to adapt a play space
- a description of four possible interventions that could be used to adjust levels of challenge and stimulation during children and young people's play
- a description of how to bring play to an end in a way that is sensitive to the children and young people and their level of development and involvement.

**Task 5** links to learning outcome 6, assessment criteria 6.1, 6.2, 6.3, 6.4, 6.5 and 6.6.

- an outline of why it is important to reflect on all aspects of own playwork practice, including relationships with other people
- an outline of what is meant by reflective practice
- a description of how to use observations of, and explicit feedback from, children and young people to reflect on own playwork practice
- identification of what is meant by constructive feedback
- a description of how to gather and handle constructive feedback from others, for example colleagues and parents
- an explanation of how to use observations and feedback to adapt own playwork practice.



## PW 2-23: Contribute to the health, safety, security and welfare of children and young people using the play environment

Unit reference Y/600/9526 Level 2

Credit value 5 GLH 30

**Unit aim** This unit covers the competence that the learner needs to contribute to the health, safety, security and welfare of children and young people using the play environment.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Simulation is allowed for the whole of learning outcome 2 only, if no naturally occurring evidence is available.			
1. Be able to support the health, safety and security of children and young people.	1.1. Identify the following types of hazards in the play environment: <ul style="list-style-type: none"> <li>• physical</li> <li>• emotional</li> <li>• behavioural</li> <li>• environmental.</li> </ul>		
	1.2. Assess the risks that hazards present.		
	1.3. Enable children and young people to assess risks for themselves.		
	1.4. Manage the risks according to the policies of the organisation, whilst maintaining acceptable challenge and risk.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Get advice from colleagues when unsure about how to assess and deal with a hazard.		
	1.6. Support children and young people to take responsibility for their own health, safety and security.		
	1.7. Make sure own actions do not endanger the health, safety and security of children and young people.		
	1.8. Follow the organisation's procedures for ensuring the safety and security of the children and young people on arrival and departure.		
	1.9. Maintain records on health, safety and security as required by your organisation.		
	1.10. Keep toilet and washing areas clean, hygienic and stocked.		
2. Be able to respond to emergencies.	2.1. Identify and respond to the following types of emergency: <ul style="list-style-type: none"> <li>• injuries</li> <li>• signs of illness</li> <li>• requiring evacuation of the play environment</li> <li>• involving the security of children and young people.</li> </ul>		
	2.2. Remain calm and follow the correct procedures for the emergency according to agreed role and responsibilities.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Communicate clearly with those involved in the emergency.		
	2.4. Protect those involved in the emergency from harm.		
	2.5. Give reassurance and comfort to the people involved, if wanted.		
	2.6. Give other people providing assistance clear information about what has happened.		
	2.7. Follow the correct procedures for reporting and recording the emergency.		
3. Be able to help to safeguard the welfare of children and young people.	3.1. Follow the organisation's procedures for safeguarding the welfare of children and young people.		
	3.2. Record and report any concerns about children and young people's welfare, being sensitive to the child and the situation.		
	3.3. Support the child/young person's right to their voice being heard in decisions concerning their welfare.		
	3.4. Encourage children and young people to be aware of potential risks to their welfare and how to protect themselves.		
	3.5. Respect confidential information about children and young people.		

**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: PW 2-23**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	SkillsActive PW 3-5 - Contribute to the health, safety, security and welfare of children and young people using the play environment.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	<p><b>Evidence of real work activity</b></p> <p>There must be evidence that the learner has met all of the requirements listed under ‘the learner will be able to’ through their own work. This evidence must be gathered by the Assessor observing the learner on more than one occasion to confirm consistency of practice, but Assessors only need to record their judgement of competence for each assessment criterion once.</p> <p>There must also be evidence that the learner’s work has met the requirements listed in ‘assessment criteria’. This must include as a minimum:</p> <ul style="list-style-type: none"> <li>• all types of hazard – 1.1</li> <li>• three types of emergency – 2.2</li> </ul> <p>This may be gathered through a combination of Assessor observations, witness testimony and/or authentic records of the learner’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).</p> <hr/> <p><b>Simulation</b></p> <p>Simulation is allowed for the whole of learning outcome 2 only, if no naturally occurring evidence is available.</p> <p><b>Use of supplementary evidence</b></p> <p>Supplementary evidence should only be used for items under ‘assessment requirements or guidance specified by a sector or regulatory body’ that do not require evidence of real work activity.</p> <p>This unit must be assessed in accordance with the SkillsActive Playwork assessment strategy.</p>

## **Assessment task – PW 2-23 Contribute to the health safety security and welfare of the children and young people using the play environment**

This is a skills/competency unit only; therefore, assessment by a CACHE task is not applicable.

## PW 2-24: Help to improve own practice and the work of the playwork team

Unit reference H/600/9528 Level 2

Credit value 4 GLH 30

**Unit aim** This unit covers the competence that the learner needs to help to improve their practice and the work of the playwork team.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Simulation is not allowed for this unit.</b>			
1. Be able to reflect on own playwork practice.	1.1. Take note of children and young people's responses to own playwork practice.		
	1.2. Ask for constructive feedback on own playwork practice from colleagues.		
	1.3. Take note of responses to own playwork practice from other adults.		
	1.4. Evaluate all aspects of own playwork practice.		
2. Be able to improve own playwork practice.	2.1. Work with an appropriate person to: <ul style="list-style-type: none"> <li>• identify own strengths, and areas where playwork practice could improve</li> <li>• plan ways in which playwork practice could improve</li> <li>• identify goals and targets.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Take part in continuing professional development that is relevant to own goals and targets.		
	2.3. Review own personal development.		
	2.4. Identify new areas of skill and knowledge to achieve new goals and targets.		
3. Be able to support the work of the playwork team.	3.1. Support the purpose and objectives of the team.		
	3.2. Carry out own role and responsibilities within the team.		
	3.3. Communicate clearly with line manager, team members and other professionals, making sure they have the information they need.		
	3.4. Interact with others in a way that supports good team work.		
	3.5. Identify and suggest ways in which the team could improve its work, challenging existing practice where necessary.		
	3.6. Respond to differences of opinion and conflict constructively.		
	3.7. Seek advice and support from relevant people when needed.		

**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: PW 2-24**

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.



<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	PW36 Help to improve your own practice and the work of your playwork team.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	<p><b>Evidence of real work activity</b></p> <p>There must be evidence that the learner has met all of the requirements listed under ‘the learner will be able to’ through their own work. This evidence must be gathered by the Assessor observing the learner on more than one occasion to confirm consistency of practice, but Assessors only need to record their judgement of competence for each assessment criterion once.</p> <p>There must also be evidence that the learner’s work has met the requirements listed in ‘assessment criteria’. This must include as a minimum:</p> <ul style="list-style-type: none"> <li>• two types of others – 3.4</li> </ul> <p>This may be gathered through a combination of Assessor observations, witness testimony and/or authentic records of the learner’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague). Simulation is not allowed for this unit.</p> <p><b>Use of supplementary evidence</b></p> <p>Supplementary evidence should only be used for items under ‘assessment requirements or guidance specified by a sector or regulatory body’ that do not require evidence of real work activity.</p> <p>This unit must be assessed in accordance with the SkillsActive Playwork assessment strategy.</p>

## Assessment task – PW 2.24 Help to improve own practise and the work of the playwork team

This is a skills/competency unit only; therefore, assessment by a CACHE task is not applicable.



## PW 3-2: Support relationships in the play environment

Unit reference T/600/9520 Level 3  
 Credit value 4 GLH 30

**Unit aim** This unit covers the competence that the learner needs to support relationships in the play environment.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 1 and 2 must be assessed in a real work environment. Simulation is allowed for 2.5 only, if no naturally occurring evidence is available.</b>			
1. Be able to develop and maintain relationships with children and young people.	1.1. Establish a rapport with children and young people in the play environment.		
	1.2. Give respect to all children and young people in the play environment.		
	1.3. Actively listen to children and young people and value what they say, experience and feel.		
	1.4. Communicate with children and young people in a way that is appropriate to the individual, using both conventional languages and body language.		
	1.5. Provide children and young people with reasons for actions when appropriate.		
	1.6. Check that children and young people understand what is communicated.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.7. Be responsive to children and young people's questions, ideas and suggestions.		
	1.8. Support children and young people in making choices for themselves.		
	1.9. Value all children and young people's individuality and differences.		
	1.10. Give attention to individual children and young people in a way which is fair to them and the group as a whole.		
2. Be able to support relationships between children and young people and others in the play environment.	2.1. Support all children and young people to communicate effectively with others.		
	2.2. Encourage children and young people to understand other people's individuality, diversity and differences.		
	2.3. Help children and young people to understand and respect other people's feelings and points of view.		
	2.4. Support children and young people to develop group agreements about the way they interact with others.		
	2.5. Support children and young people experiencing transitions and other issues that impact on their behaviour and relationships.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.6. Support children and young people who have been affected by the behaviour of others, when that support is what they want.		
	2.7. Where appropriate, encourage and support children and young people to deal with conflict for themselves.		

**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: PW 3-2**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	PW33 Support relationships in the play environment.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	<p><b>Evidence of real work activity</b></p> <p>There must be evidence that the learner has met all of the requirements listed under ‘the learner will be able to’ through their own work. This evidence must be gathered by the Assessor observing the learner on more than one occasion to confirm consistency of practice, but Assessors only need to record their judgement of competence for each assessment criterion once.</p> <p>There must also be evidence that the learner’s work has met the requirements listed in ‘assessment criteria’. This must include as a minimum:</p> <ul style="list-style-type: none"> <li>• all types of ways to communicate.</li> </ul> <p>This may be gathered through a combination of Assessor observations, witness testimony and/or authentic records of the learner’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).</p> <p>Simulation is allowed for 2.5 only, if no naturally occurring evidence is available.</p> <p><b>Use of supplementary evidence</b></p> <p>Supplementary evidence should only be used for items under ‘assessment requirements or guidance specified by a sector or regulatory body’ that do not require evidence of real work activity.</p> <p>This unit must be assessed in accordance with the SkillsActive Playwork assessment strategy.</p>

## Assessment task – PW 3-2 Support relationships in the play environment

This is a skills/competency unit only; therefore, assessment by a CACHE task is not applicable.





## PW 3-3: Work with children and young people to create play spaces and support freely chosen self-directed play

Unit reference L/600/9524 Level 3

Credit value 7 GLH 50

**Unit aim** This unit covers the competence that the learner needs to work with children and young people to create play spaces and support freely chosen self-directed play.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 1 and 2 must be assessed in a real work environment. Simulation is not allowed.</b>			
1. Be able to work with children and young people to create a variety of play spaces.	1.1. Use own observations and feedback from children and young people to identify their play needs and wants.		
	1.2. Work with children and young people to develop possibilities for play spaces that meet their needs and wants.		
	1.3. Support all children and young people to create play spaces appropriate to their individual needs and requirements.		
	1.4. Support children and young people to adapt play spaces to provide challenge, stimulation, rest or relaxation.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Contribute to ensuring there is sufficient flexibility, variety and choice of resources to enable children and young people to adapt the play space.		
	1.6. Seek advice and support from colleagues throughout this process of creating play spaces.		
2. Be able to support children and young people's freely chosen, self-directed play.	2.1. Support all children and young people's right to play.		
	2.2. Observe children and young people involved in play.		
	2.3. Respond to play cues appropriately.		
	2.4. Support children and young people to explore their play spaces.		
	2.5. Support the play process in a way that does not undermine the children and young people's personal control and involvement.		
	2.6. Leave children and young people to determine the content and intent of their play.		
	2.7. Choose an intervention style that enables children and young people to extend their play.		
	2.8. Take part in play only when invited by children and young people through their play cues.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.9. Intervene in children and young people's play when their or others' health, safety or welfare requires it.		
	2.10. Enable play to end in a way that is appropriate to the children and young people, their level of involvement and the requirements of your organisation.		

**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: PW 3-3**  
 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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	PW34 Work with children and young people to create play spaces and support freely chosen self-directed play.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	<p><b>Evidence of real work activity</b></p> <p>There must be evidence that the learner has met all of the requirements listed under ‘the learner will be able to’ through their own work. This evidence must be gathered by the Assessor observing the learner on more than one occasion to confirm consistency of practice, but Assessors only need to record their judgement of competence for each assessment criterion once.</p> <p>There must also be evidence that the learner’s work has met the requirements listed in ‘assessment criteria’. This may be gathered through a combination of Assessor observations, witness testimony and/or authentic records of the learner’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).</p> <p>Simulation is not allowed for this unit.</p> <p><b>Use of supplementary evidence</b></p> <p>Supplementary evidence should only be used for items under ‘assessment requirements or guidance specified by a sector or regulatory body’ that do not require evidence of real work activity.</p>

## **Assessment task – PW 3-3 Work with children and young people to create play spaces and support freely chosen self directed play**

This is a skills/competency unit only; therefore, assessment by a CACHE task is not applicable.



## **Section 4: Assessment and quality assurance information for tutors and assessors**



## Assessment guidance

A recommended range of assessment methods has been identified for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

### Recommended range of assessment methods for this qualification

One of the following assessment methods can be chosen to produce evidence.

#### For Competence / Skills and Knowledge learning outcomes:

- Direct observation of learner by assessor
  - 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
- Professional discussion
- Expert Witness evidence
  - when directed by the Sector Skills Council or other assessment strategy/principles
- Learner's own work products
- Learner log or reflective diary
- Activity plan or planned activity
- Observation of children, young people or adults by the learner
- Portfolio of evidence
- Recognition of prior learning
- Reflection on own practice in real work environment
- Oral questions and answers<sup>1</sup>

#### For knowledge only learning outcomes:

- Written and pictorial information
- Scenario or case study
- Task set by CACHE (for knowledge learning outcomes)
- Oral questions and answers
- Assessment method devised by Centre and approved by CACHE

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

A key to the recommended assessment methods is included in *"How to ... A Guide to Assessing CACHE QCF Qualifications"*, which can be found on cachezone.

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<sup>1</sup> Oral questions and answers may be used to evidence understanding of skills based learning outcomes where assessment criteria start with 'Explain' or 'Describe' (or similar words to demonstrate understanding). These can be assessed by the **assessor who is assessing the skills competencies** as it relates to evidence from the workplace.

## Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in the *“How to ... A Guide to Understanding the Requirements of Assessors and Internal Quality Assurers for CACHE QCF Qualifications”*.

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

### SkillsActive Assessment Strategy and Principles / CACHE Assessment Strategy

#### Units of the Award and Certificate (predominantly Knowledge learning outcomes)

- **Assessors** will need to be occupationally competent and SkillsActive additionally recommend that they are trained and experienced in assessment
- **Internal Quality Assurers** will need to be occupationally competent and SkillsActive additionally recommend that they are trained and experienced in making quality assurance decisions

#### Units unique to the Diploma (predominantly Competence / Skills learning outcomes)

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally competent and qualified to make quality assurance decisions



## **Section 5: Feedback**

## Tell us what you think!

Your feedback is really important to us.

Please take a few moments to tell us how well this document supports you when teaching or studying this qualification.

The form is also available as a separate document on [cachezone](#).

## QCF Support Materials Feedback Form

**Qualification:** CACHE Level 2 Playwork Qualifications Group (QCF)

**Name:** **Are you:** a Tutor / a Learner

**Centre name:** **Centre no.:**

**Contact details: \*** **Tel.:**

**Email:**

**Please rate the following statements on a scale of 1-3:**

1 Disagree 2 Tend to agree 3 Agree

1

2

3

1. This document is presented in a clear and accessible way and I can easily find the information I need.

2. This document contains all the information I need to teach or study this qualification.

3. The language used throughout this document is clear, unambiguous and appropriate for both tutors and learners.

4. **Tutors only.** This document has had a positive effect on the way I deliver this qualification.

**Please use the space below to provide more detailed comments or additional feedback**

**\* Please indicate if you would like us to contact you about your feedback**

Yes / No

Please email your completed feedback form to: [qcfsupportmaterials@cache.org.uk](mailto:qcfsupportmaterials@cache.org.uk)

Alternatively, you may post or fax your form to:

**CACHE QCF Support Materials,**  
**CACHE, Apex House,**  
**81 Camp Road, St. Albans, Herts. AL1 5GB**  
 Fax: **01727 818613**





## Section 6: Documents

### Useful documents

This section refers to useful documents that can be found on the secure cachezone system, some of which may assist with the delivery of this qualification.

- How to Guide to Assessing CACHE QCF Qualifications
- CACHE How to - Requirements of Assessors and Internal Quality Assurers

### Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. CACHE has devised these templates for your convenience; however, you may design your own forms which comply with the content of the CACHE templates.

- CACHE Evidence Record
- CACHE Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the CACHE Evidence Record
- Completing the CACHE Record of Assessment Cycle





## **Section 7: Publication history**

A comprehensive **CACHE QCF Support Materials Publication History**, including details of changes made to all CACHE QCF support materials since 2010, is available on [cachezone](#).

## Our Vision:

Inspiring and enabling the caring workforce

## Our Mission:

To be the awarding organisation of choice in care, health and education for learners and employers

For more detailed information on all CACHE qualifications please visit [www.cache.org.uk](http://www.cache.org.uk)