

CACHE Qualification Specification

Optional Units

CACHE Level 2 Diploma in Playwork (NVQ) (QCF)

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Section 1: Overview and Index

Overview

This document is an extension of the Qualification Specification for the Level 2 Award and Certificate in Playwork (QCF) and the Level 2 Diploma in Playwork (NVQ) (QCF).

It contains the optional units available for the Level 2 Diploma in Playwork (NVQ) (QCF). There are no optional units for the Level 2 Award and Certificate in Playwork (QCF).

Generic information covered in the Level 2 Award and Certificate in Playwork (QCF) and the Level 2 Diploma in Playwork (NVQ) (QCF) Qualification Specification is not repeated in this document.



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).

Optional Units Index

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	Page	Notes
K/600/9529	PW 2-25	Contribute to providing food and drink in the play environment	Knowledge / Skills	2	8	55	13	
K/600/9532	PW 3-4	Facilitate a specific play opportunity at children or young people's request	Knowledge / Skills	3	14	85	35	
T/600/9534	PW 3-5	Support the development of playwork opportunities in the community	Knowledge / Skills	3	8	55	45	
F/600/9536	PW 3-6	Contribute to supporting disabled children and young people in the play environment	Knowledge / Skills	3	15	80	53	
J/600/9540	PW 3-7	Support work with parents and carers in the play environment	Knowledge / Skills	3	12	70	61	
L/600/9541	PW 3-8	Carry out playwork in a school setting	Knowledge / Skills	3	11	65	69	
Y/600/9543	PW 2-26	Contribute to the administration of the play environment	Knowledge / Skills	2	8	50	19	

Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
M/600/9547	PW 2.27	Support the travel of children and young people outside the play environment	Knowledge / Skills	2	13	80	27	
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 2: 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.

PW2-25: Contribute to providing food and drink in the play environment

Unit reference K/600/9529

Level 2

Credit value 8

GLH 55

Unit aim This unit covers the competence that the learner needs to contribute to providing food and drink in the play environment.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 1 must be assessed in a real work environment. Simulation is not allowed.			
1. Be able to provide food and drink in a play environment.	1.1. Research specific dietary and cultural needs of children and young people in the play environment.		
	1.2. Contribute to providing a variety of food and drink so that children and young people can choose what and when they eat and drink within organisational guidelines.		
	1.3. Involve children and young people in the processes of preparation, serving and clearing away, if that is what they want.		
	1.4. Ensure food storage and preparation meet organisational and legal requirements.		
	1.5. Be responsive to any child or young person who may need support or assistance with food or drink.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Know how to contribute to providing food and drink in the play environment.	2.1. Describe relevant legal requirements relating to the storage, preparation and serving of food.		
	2.2. Outline the relationship between nutrition and children and young people's development.		
	2.3. Describe the effect of food intake on children and young people's ability to play.		
	2.4. Describe how food may be used as a play resource and issues related to this.		
	2.5. Identify the types of food and drink which are consistent with healthy eating.		
	2.6. Identify food and drink that meet cultural and specific dietary requirements, including allergies.		
	2.7. Outline how to negotiate with parents in regard to what children and young people should eat.		
	2.8. Outline the importance of children and young people participating in the selection, preparation, serving and clearing away of food and drink.		
	2.9. Describe risk assessments covering children and young people being in food preparation areas.		

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: PW2-25

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.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	PW 25 Contribute to providing food and drink in the play environment.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	<p>Learning outcome 1 must be assessed in a real work environment by a qualified and occupationally expert assessor.</p> <p>This unit must be assessed in accordance with SkillsActive Playwork assessment strategy.</p> <p>Evidence of real work activity</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 judgment 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’.</p> <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 not allowed for this unit.</p> <p>Use of supplementary evidence</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>Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.</p>

Assessment task – PW2-25 Contribute to providing food and drink in the play environment

Task 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.

You will need to know about the importance of following playwork principles as you contribute to providing food and drink in the play environment. You will explore how food affects the child or young person's ability to play, and the value of using food as a play resource.

You have the opportunity to contribute to enabling children and young people to gain an understanding of the value of a balanced diet and a healthy lifestyle. It is important to be aware of individual needs, which include dietary requirements.

Produce an information guide which includes the following:

- a description of the relevant legal requirements relating to food:
 - storage
 - preparation
 - serving of food
- an outline showing the relationship between nutrition and children and young people's development
- a description of the effect of food intake on children and young people's ability to play
- a description of how food may be used as a play resource, and issues related to this
- an identification of the types of food and drink which are consistent with healthy eating
- an identification of the food and drink that meet cultural and specific dietary requirements, including allergies
- an outline of how to negotiate with parents in regard to what children and young people should eat
- an outline of the importance of children and young people participating in the selection, preparation, serving and clearing away of food and drink
- a description of the risk assessments covering children and young people being in food preparation areas.

PW2-26: Contribute to the administration of the play environment

Unit reference Y/600/9543

Level 2

Credit value 8

GLH 50

Unit aim This unit covers the competence that the learner needs to contribute to the administration of the play environment.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Simulation is not allowed.			
1. Be able to process financial transactions relevant to the play environment.	1.1. Record the details of transactions accurately, legibly and promptly.		
	1.2. Make sure all calculations are correct.		
	1.3. Issue and obtain receipts.		
	1.4. Keep all money, cheques, records and receipts securely.		
	1.5. Refer any issues regarding finance promptly to the appropriate person.		
	1.6. Follow the organisation's financial procedures.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to handle information relevant to the play environment.	2.1. Respond to enquiries about arrangements for children and young people attending the play environment.		
	2.2. Collect the necessary information about the children, young people and their families.		
	2.3. Record this information clearly and fully.		
	2.4. Pass the information on to the responsible colleague following organisational procedures.		
	2.5. Treat enquirers politely and courteously and in a way that is appropriate to their needs.		
3. Be able to maintain records relevant to the play environment.	3.1. Store the records securely but in a way which allows them to be quickly found and retrieved.		
	3.2. Restrict access to the records according to the agreements on confidentiality and organisational and legal requirements.		
	3.3. Promptly provide information to authorised people on request.		
4. Know how to process payments relevant to the play environment.	4.1. Describe the organisational procedures which must be followed for finance.		
	4.2. Outline why it is important to process transactions according to procedures.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Describe how to record financial transactions according to procedures and legal requirements.		
	4.4. Outline why it is important to issue and retain receipts.		
	4.5. Outline why it is important to store money, cheques, records and receipts securely.		
	4.6. Identify the appropriate colleague to refer issues associated with finance.		
	4.7. Describe the types of issues that may occur with finance and financial transactions.		
5. Know how to handle information relevant to the play environment.	5.1. Outline why it is important to deal with enquiries promptly and courteously.		
	5.2. Describe the types of enquiry which are likely to be made.		
	5.3. Describe how to deal with a range of different enquiries.		
	5.4. Identify the types of enquiries which may need to be passed on to an appropriate colleague.		
	5.5. Identify the appropriate colleague to deal with enquiries that need to be passed on.		
	5.6. Describe the types of information which needs to be collected about children and their families.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
6. Know how to maintain records relevant to the play environment.	6.1. Describe own responsibilities in relation to legislation covering data protection.		
	6.2. Outline why it is important to keep records complete, legible and up-to-date.		
	6.3. Outline why it is important to store records securely but in a way which enables them to be found quickly.		
	6.4. Outline the importance of confidentiality and information sharing in the play environment.		
	6.5. Describe how confidentiality and information sharing is maintained in own play environment.		

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: PW2-26

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.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	PW 31 Contribute to the administration of the play environment
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	<p>Learning outcomes 1, 2 and 3 must be assessed in a real work environment by a qualified and occupationally expert assessor.</p> <p>This unit must be assessed in accordance with SkillsActive Playwork assessment strategy.</p> <p>Evidence of real work activity</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 judgment 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’.</p> <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 not allowed for this unit.</p> <p>Use of supplementary evidence</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>Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.</p>

Assessment task – PW2-26 Contribute to the administration of the play environment

Maintaining relevant records effectively is important to all stakeholders involved in the play environment, as well as ensuring that regulatory requirements are adhered to. To show knowledge and understanding of this, prepare a guidance document for working in your play environment covering the following areas:

Task 1 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 and 4.7.

Processing payments - include information about the following aspects:

- a description of the organisational procedures which must be followed for finance
- an outline of why it is important to process transactions according to procedures
- a description of how to record financial transactions according to procedures and legal requirements
- an outline of why it is important to issue and retain receipts
- an outline of why it is important to store money, cheques, records and receipts securely
- identify the appropriate colleague to refer issues associated with finance
- a description of the types of issues that may occur with finance and financial transactions.

Task 2 links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3, 5.4, 5.5 and 5.6.

Handling information - include information about the following aspects:

- an outline of why it is important to deal with enquiries promptly and courteously
- a description of the types of enquiry which are likely to be made
- a description of how to deal with a range of different enquiries
- identify the types of enquiries which may need to be passed on to an appropriate colleague
- identify the appropriate colleague to deal with enquiries that need to be passed on
- a description of the types of information which need to be collected about children and their families.

Task 3 links to learning outcome 6, assessment criteria 6.1, 6.2, 6.3, 6.4 and 6.5.

Maintaining records - include information about the following aspects:

- a description of your own responsibilities in relation to legislation covering data protection
- an outline of why it is important to keep records complete, legible and up-to-date
- an outline of why it is important to store records securely, but in a way which enables them to be found quickly
- an outline of the importance of confidentiality and information sharing in the play environment
- a description of how confidentiality and information sharing is maintained in your own play environment.

PW2-27: Support the travel of children and young people outside the play environment

Unit reference M/600/9547

Level 2

Credit value 13

GLH 80

Unit aim This unit covers the competence that the learner needs to support the travel of children and young people outside the play environment.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1 and 2 must be assessed in a real work environment. Simulation is not allowed for this unit.			
1. Be able to support the arrival and departure of children and young people.	1.1. Gather information about the children and young people to be dropped off/picked up.		
	1.2. Communicate arrangements to other staff when relevant.		
	1.3. Remind children and young people about health and safety issues relating to arriving at and leaving the play environment.		
	1.4. Follow organisational procedures for staff/child ratios.		
	1.5. Follow agreed procedures to meet children and young people when picking up.		
	1.6. Follow organisational procedures to check that all children and young people have been accounted for.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.7. Deal with any issues that may arise in a calm manner.		
	1.8. Behave in a way that maintains a professional relationship with the relevant organisations.		
2. Be able to support children and young people during travel.	2.1. When necessary, remind children and young people of agreed ways to keep safe during travel.		
	2.2. Be sensitive to the needs of children and young people and offer help when required.		
	2.3. Follow your organisation's procedures for travel: <ul style="list-style-type: none"> • on foot • by public transport • by private transport. 		
	2.4. Respond to children and young people's feelings and behaviour as they move from one environment to another.		
	2.5. Encourage children and young people to look after their belongings.		
	2.6. Offer children and young people assistance when required.		
3. Understand the principles of supporting the travel of children and young people outside the play environment.	3.1. Identify the major factors relevant to organising travel for children and young people, including those to do with the safety and security.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Describe different travel arrangements which are appropriate to the individual needs of the children and young people, and the range of journeys which are being undertaken.		
	3.3. Outline the importance of providing children and young people and other staff/helpers with up to date and accurate information about travel arrangements in good time.		
	3.4. Describe typical preparations which children and young people, and members of staff, would have to make for the range of journeys.		
	3.5. Identify the kinds of issues that might occur when supporting children and young people's travel.		
	3.6. Describe contingency arrangements appropriate to the types of issues that may arise when children and young people are travelling.		
	3.7. Describe the organisational and legal requirements which govern organising travel for children and young people.		
4. Understand how to escort children and young people outside of the play environment.	4.1. Outline why it is necessary to collect the correct information on the children and young people to be escorted.		
	4.2. Describe the organisation's procedure for safe escorting.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Outline why it is important to be at the designated meeting place on time.		
	4.4. Outline the importance of using a designated route.		
	4.5. Describe how to ensure children and young people can enter the play environment safely.		
	4.6. Describe how to agree ways with children and young people to keep safe during travel.		
	4.7. Describe the feelings that children and young people may experience when moving from one environment to another.		
	4.8. Describe the behaviour that children and young people may exhibit when moving from one environment to another.		
	4.9. Outline how to respond to children's feelings and behaviour about travel as a playworker.		
	4.10. Outline how to maintain the safety and security of belongings and travel documents.		
	4.11. Identify the records relevant to journeys that need to be kept.		
	4.12. Explain the importance of record keeping when organising travel.		

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: PW2-27

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.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	PW 32 Support the travel of children and young people outside the play environment
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	<p>Learning outcomes 1 and 2 must be assessed in a real work environment by a qualified and occupationally expert assessor.</p> <p>This unit must be assessed in accordance with SkillsActive Playwork assessment strategy.</p> <p>Evidence of real work activity</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 judgment 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"> • all types of modes of transport. <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 not allowed for this unit.</p> <p>Use of supplementary evidence</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>Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.</p>

Assessment task – PW2-27 Support the travel of children and young people outside the play environment

Play settings have policies and procedures which give details about the requirements of supporting the travel of children and young people outside the play environment. The tasks below will enable you to understand the following:

- the principles of supporting the travel of children and young people outside the play environment
- how to escort children and young people outside of the play environment.

Task 1 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 and 3.7.

Principles for supporting travel outside the play environment

Produce an information document for the staff and volunteers in the play setting which clearly identifies the following points:

- major factors relevant to organising travel for children and young people, including those to do with the safety and security
- a description of:
 - different travel arrangements which are appropriate to the individual needs of the children and young people
 - the range of journeys which are being undertaken
- an outline of the importance of providing children and young people and other staff/helpers with up to date and accurate information about travel arrangements in good time
- a description of typical preparations which children and young people, and members of staff, would have to make for the range of journeys
- the kinds of issues that might occur when supporting children and young people's travel
- a description of contingency arrangements appropriate to the types of issues that may arise when children and young people are travelling
- a description of the organisational and legal requirements which govern organising travel for children and young people.

Task 2 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11 and 4.12.

Escorting Children and Young People

Detail is vital when ensuring the safety of children and young people outside the play environment. Prepare written evidence to show that you understand the importance of this, including the following:

- an outline stating why it is necessary to collect the correct information on the children and young people to be escorted
- a description of the organisation's procedure for safe escorting
- an outline showing why it is important to be at the designated meeting place on time
- an outline which identifies the importance of using a designated route
- a description of how to ensure children and young people can enter the play environment safely
- a description of how to agree ways with children and young people to keep safe during travel
- a description identifying the feelings that children and young people may experience when moving from one environment to another
- a description of the behaviour that children and young people may exhibit when moving from one environment to another
- an outline of how to respond to children's feelings and behaviour about travel as a playworker
- an outline of how to maintain the safety and security of belongings and travel documents
- identification of the records relevant to journeys that need to be kept
- an explanation of the importance of record keeping when organising travel.

PW3-4: Facilitate a specific play opportunity at children or young people's request

Unit reference K/600/9532

Level 3

Credit value 14

GLH 85

Unit aim This unit covers the competence that the learner needs to facilitate a specific play opportunity at children or young people's request.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Simulation is not allowed for this unit.			
1. Be able to plan a specific play opportunity.	1.1. Identify ideas for a specific play opportunity appropriate to the play environment.		
	1.2. Only pursue this if it is in line with children and young people's needs and preferences.		
	1.3. Involve the children and young people in planning the opportunity if they choose.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.4. Create a plan for the opportunity which covers: <ul style="list-style-type: none"> • reasons for undertaking the opportunity • health and safety considerations • children and young people's needs and preferences • inclusion • resources required • permissions required • methods and content • contingencies • monitoring and evaluation. 		
	1.5. Discuss the plan with the responsible colleague to gain approval.		
2. Be able to prepare a specific play opportunity.	2.1. Select and obtain appropriate resources for the opportunity.		
	2.2. Prepare the requirements of the opportunity in an inclusive way, according to the plan.		
	2.3. Check the condition and safety of the resources to be used.		
	2.4. Use environmentally friendly resources and methods wherever possible.		
	2.5. Ensure own physical and emotional competence to facilitate the opportunity.		
	2.6. Gain appropriate permissions to facilitate the opportunity.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to implement a specific play opportunity.	3.1. Only undertake the opportunity at the children's or young people's request or agreement.		
	3.2. Involve only those who wish to take part and for as long as they wish to take part.		
	3.3. Introduce the opportunity using inclusive methods.		
	3.4. Take on an appropriate role in the opportunity, adapting the role if appropriate, including: <ul style="list-style-type: none"> • observing • leading • taking part • facilitating. 		
	3.5. Adapt and exercise flexibility with the plan in order to respond to children and young people's current needs and preferences.		
	3.6. Bring the opportunity to an effective close.		
4. Understand the principles of facilitating a specific play opportunity at children or young people's request.	4.1. Describe how to ensure that the playwork principles are upheld in the context of a specific play opportunity with adult involvement.		
	4.2. Outline the importance of children and young people being involved in decision making in relation to specific play opportunities in their play environment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Identify the potential barriers children and young people may experience in accessing a specific play opportunity.		
	4.4. Describe how to overcome potential barriers children and young people may experience in accessing a specific play opportunity.		
	4.5. Outline the importance of an inclusive approach in relation to planning and implementing a specific play opportunity.		
	4.6. Describe the reasons why a specific opportunity may be planned.		
	4.7. Identify when and why a specific play opportunity may not be appropriate.		
	4.8. Describe how to implement anti-discriminatory practice in relation to planning and implementing a specific play opportunity.		
	4.9. Identify the qualifications, experience and adherence to codes of practices required for a range of specific play opportunities.		
5. Know how to plan a specific play opportunity at children and young people's request.	5.1. Outline the importance of the plan being based on the children and young people's needs and preferences.		
	5.2. Identify specific play opportunities that are, and are not, appropriate for own play environment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Outline the purpose of planning.		
	5.4. Describe what the planning process should cover and who could be involved.		
	5.5. Describe a range of different ways to carry out the planning process.		
	5.6. Outline how to check a plan for deliverability and inclusion.		
	5.7. Describe the range of health and safety considerations that need to be addressed at the planning stage.		
6. Know how to prepare a specific play opportunity at children and young people's request.	6.1. Outline the importance of only pursuing plans for specific play opportunities when the children and young people want to.		
	6.2. Identify who will need to provide approval for a range of specific play opportunities.		
	6.3. Outline the importance of gaining approvals for specific play opportunities.		
	6.4. Describe the potential effects a specific play opportunity could have on the environment, including your choices of materials and resources.		
	6.5. Outline the importance of developing group agreements for a specific play opportunity.		
	6.6. Describe how to develop group agreements for specific play opportunities.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.7. Identify when group agreements are, and are not, needed.		
	6.8. Outline why it is important to ensure own physical and emotional competence appropriate to a specific play opportunity.		
7. Know how to facilitate a specific play opportunity at children and young people's request.	7.1. Explain the process of facilitating a specific opportunity in the context of intervention spectrums or styles.		
	7.2. Describe the range of methods and techniques that could be used to facilitate a specific play opportunity.		
	7.3. Describe how to minimise negative effects on the environment.		
	7.4. Outline when different roles may be appropriate for the playworker to take on in the context of implementing a specific play opportunity, including: <ul style="list-style-type: none"> • observing • leading • taking part • facilitating. 		
	7.5. Outline how to apply inclusion and diversity through your words and actions whilst facilitating a specific play opportunity.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	7.6. Describe the levels of supervision required for a range of specific play opportunities.		

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: PW3-4

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.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	PW 26 Facilitate a specific play opportunity at children or young people's request
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	<p>Learning outcomes 1, 2 and 3 must be assessed in a real work environment by a qualified and occupationally expert assessor.</p> <p>This unit must be assessed in accordance with SkillsActive Playwork assessment strategy.</p> <p>Evidence of real work activity 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 judgment 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"> • all types of plan • all types of role. <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 not allowed for this unit.</p> <p>Use of supplementary evidence 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>Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.</p>

Assessment task – PW3-4 Facilitate a specific play opportunity at children or young people's request

Playwork is based on opportunities for children and young people to engage in self-directed, freely chosen play. However, playworkers may also need to be able to plan, prepare and implement specific play opportunities at the request of young people. This unit will enable you to gain an understanding of how you can uphold the Playwork Principles whilst carrying out this aspect of your role.

Prepare information about the following:

Task 1 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8 and 4.9.

- a description of how to ensure that the playwork principles are upheld in the context of a specific play opportunity with adult involvement
- an outline of the importance of children and young people being involved in decision making in relation to specific play opportunities in their play environment
- identification of the potential barriers children and young people may experience in accessing a specific play opportunity
- a description of how to overcome potential barriers children and young people may experience in accessing a specific play opportunity
- an outline of the importance of an inclusive approach in relation to planning and implementing a specific play opportunity
- a description of the reasons why a specific opportunity may be planned
- identification of when and why a specific play opportunity may not be appropriate
- a description of how to implement anti-discriminatory practice in relation to planning and implementing a specific play opportunity
- identification of the qualifications, experience and adherence to codes of practices required for a range of specific play opportunities

Task 2 links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 and 5.7.

- an outline of the importance of the plan being based on the children and young people's needs and preferences
- identification of specific play opportunities that are, and are not, appropriate for own play environment
- a description of what the planning process should cover and who could be involved
- a description of a range of different ways to carry out the planning process
- an outline of how to check a plan for deliverability and inclusion
- a description of the range of health and safety considerations that need to be addressed at the planning stage

Task 3 links to learning outcome 6, assessment criteria 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 and 6.8.

- an outline of the importance of only pursuing plans for specific play opportunities when the children and young people want to
- identification of who will need to provide approval for a range of specific play opportunities
- an outline of the importance of gaining approvals for specific play opportunities
- a description of the potential effects a specific play opportunity could have on the environment, including your choices of materials and resources
- an outline of the importance of developing group agreements for a specific play opportunity
- a description of how to develop group agreements for specific play opportunities
- identification of when group agreements are and are not needed
- an outline of why it is important to ensure own physical and emotional competence appropriate to a specific play opportunity

Task 4 links to learning outcome 7, assessment criteria 7.1, 7.2, 7.3, 7.4, 7.5 and 7.6.

- an explanation of the process of facilitating a specific opportunity in the context of intervention spectrums or styles
- a description of the range of methods and techniques that could be used to facilitate a specific play opportunity
- a description of how to minimise negative effects on the environment
- an outline of when different roles may be appropriate for the playworker to take on, in the context of implementing a specific play opportunity including:
 - observing
 - leading
 - taking part
 - facilitating
- an outline of how to apply inclusion and diversity through your words and actions whilst facilitating a specific play opportunity
- a description of the levels of supervision required for a range of a specific play opportunities.

PW3-5: Support the development of playwork opportunities in the community

Unit reference T/600/9534

Level 3

Credit value 8

GLH 55

Unit aim This unit covers the competence that the learner needs to support the development of playwork opportunities in the community.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1 and 2 must be assessed in a real work environment. Simulation is not allowed for this unit.			
1. Be able to communicate with people in the community about own work.	1.1. Identify with colleagues opportunities to promote own area of work and organisation to people in the local community, including: <ul style="list-style-type: none"> • children and young people • parents and carers • organisations • workers in other disciplines • individuals in the community • children and young people who experience barriers to access. 		
	1.2. Explain the work of the organisation to people in the local community.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.3. Give information to people about organisations who provide complementary opportunities to own organisation.		
	1.4. Explain how the work of own organisation is of benefit to the community.		
	1.5. Gain feedback from people about their views of own organisation.		
	1.6. Present information in an inclusive way, which meets the needs of the people being communicated with.		
	1.7. Keep the responsible colleague informed of your activities with people.		
2. Be able to support positive links and partnerships with other organisations and individuals.	2.1. Find out about other organisations and individuals with whom own organisation works.		
	2.2. Contribute to communication with other organisations and individuals through: <ul style="list-style-type: none"> • meetings • telecommunication • e or web communication • printed material. 		
	2.3. Communicate positively and co-operatively with other organisations and individuals.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Discuss current and possible future links and partnership working with other organisations and individuals.		
	2.5. Exchange information and communication with other organisations and individuals in ways that have been agreed.		
	2.6. Undertake partnership working with other organisations and individuals within the framework of own organisation's policies and procedures.		
3. Know how to communicate with people in the community about own work.	3.1. Outline the importance of promoting the value of play and playwork to the local community.		
	3.2. Outline the importance of promoting own play organisation to people in the local community.		
	3.3. Describe a range of different ways a playworker can promote their work and the work of their organisation to the community.		
	3.4. Describe a range of traditionally hard to reach groups and individuals.		
	3.5. Illustrate how to access hard to reach groups and individuals.		
	3.6. Outline the importance of getting feedback from people in the community about the work of the organisation.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Know how to support positive links and partnerships with other organisations and individuals.	4.1. Describe own organisation's policies and guidance relevant to promoting and forming partnerships.		
	4.2. Explain what is meant by networking, and the importance of networking to play development.		
	4.3. Describe the range and variety of people and organisations with whom a playworker could collaborate.		
	4.4. Illustrate the benefits of partnership working.		
	4.5. Describe how to make initial contact with people and organisations who could take part in collaborative work.		
	4.6. Outline what it means to have positive working relationships with other organisations and individuals.		
	4.7. Give examples of the problems/issues that could occur when taking part in partnership work.		
	4.8. Describe how to respond to problems and issues that may occur during partnership working.		
	4.9. Explain the limits of own role in relation to partnership working and promoting own organisation.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.10 Give examples of appropriate and inappropriate behaviour when taking part in partnership activities.		

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:

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.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	PW 27 Support the development of playwork opportunities in the community
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	<p>Learning outcomes 1 and 2 must be assessed in a real work environment by a qualified and occupationally expert assessor.</p> <p>This unit must be assessed in accordance with SkillsActive Playwork assessment strategy.</p> <p>Evidence of real work activity</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 judgment 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"> • all types of people • three types of communication. <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 not allowed for this unit.</p> <p>Use of supplementary evidence</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>Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.</p>

Assessment task – PW3-5 Support the development of playwork opportunities in the community

The chance to be involved in the promotion of playwork in the community can be rewarding and stimulating. This unit will enable you to identify relevant opportunities to be involved in supporting the development of community links and of raising awareness of the value of playwork in the local area.

Task 1 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6.

Prepare an information sheet which shows the following:

- an outline of the importance of promoting the value of play and playwork to the local community
- an outline of the importance of promoting own play organisation to people in the local community
- a description of a range of different ways a playworker can promote their work and the work of their organisation to the community
- a description of a range of traditionally hard to reach groups and individuals
- an illustration of how to access hard to reach groups and individuals
- an outline of the importance of getting feedback from people in the community about the work of the organisation.

Task 2 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 and 4.10.

Prepare the following information:

- a description of own organisation's policies and guidance relevant to promoting and forming partnerships
- an explanation of what is meant by networking and the importance of networking to play development
- a description of the range and variety of people and organisations with whom a playworker could collaborate
- An illustration of the benefits of partnership working
- a description of how to make initial contact with people and organisations who could take part in collaborative work
- an outline of what it means to have positive working relationships with other organisations and individuals
- examples of the problems/issues that could occur when taking part in partnership work
- a description of how to respond to problems and issues that may occur during partnership working

- an explanation of the limits of own role in relation to partnership working and promoting own organisation
- examples of appropriate and inappropriate behaviour when taking part in partnership activities.

PW3-6: Contribute to supporting disabled children and young people in the play environment

Unit reference F/600/9536

Level 3

Credit value 15

GLH 80

Unit aim This unit covers the competence that the learner needs to contribute to supporting disabled children and young people in the play environment.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1 and 2 must be assessed in a real work environment. Simulation is not allowed for this unit.			
1. Be able to prepare for playwork with disabled children and young people.	1.1. Find out disabled children and young people's requirements and desires for play from relevant people.		
	1.2. Challenge disabling attitudes and behaviour that may prevent disabled children and young people from playing.		
	1.3. Use language, terminology and practice that support disabled children and young people's play.		
	1.4. Keep up-to-date with legislation and guidance that will develop own playwork practice with disabled children and young people.		
	1.5. Work with all children and young people in the play environment to adapt play so as not to compromise anyone's play experience.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.6. Support any intimate or personal care requirements of disabled children and young people so that they can play.		
2. Be able to carry out playwork with disabled children and young people.	2.1. Intervene in ways that support disabled children and young people to issue play cues.		
	2.2. Recognise, interpret and respond to play cues from disabled children and young people.		
	2.3. Use and modify playwork interventions sensitively.		
	2.4. Interpret play returns to support the extension of play by disabled children and young people.		
	2.5. Support disabled children and young people to engage with those play types that are possible for the individual.		
	2.6. Enable the disabled child/young person to explore and know what is available in the play environment and how it can be used.		
	2.7. Provide and adapt play resources during the play to extend possibilities and choice for disabled children and young people.		
	2.8. Initiate, adapt or spark play as appropriate to the play needs of disabled children and young people.		
	2.9. Reflect on your practice individually and collaboratively.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.10. Encourage disabled children and young people to take control of their own personal care and risk management without compromise to personal safety, welfare and security.		
3. Understand the principles of playwork with disabled children and young people.	3.1. Describe own perception of disability.		
	3.2. Outline the different models of disability.		
	3.3. Explain why the social model of disability underpins effective playwork.		
	3.4. Describe how to identify good playwork practice when working with disabled children and young people.		
	3.5. Describe practices that discriminate against disabled children and their families in relation to playwork.		
	3.6. Identify barriers to the participation of disabled children and young people in freely chosen, self directed play.		
	3.7. Describe relevant legislation and guidance relating to the inclusion of disabled children.		
	3.8. Describe the types of social and environmental triggers which may cause some disabled children and young people alarm and/or emotional distress and/or changes in behaviour.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.9. Explain the importance of maintaining dignity and respect for disabled children and young people in all aspects of (playwork and) intimate care.		
	3.10. Explain how discriminatory attitudes affect the play experience of disabled children and young people.		
4. Know how to support play when working with disabled children and young people.	4.1. Identify the types of people from whom information can be gained to help plan for working with disabled children and young people.		
	4.2. Describe how play cues may be expressed by individual disabled children/young people.		
	4.3. Describe the components of the play cycle expressed by individual disabled children and young people.		
	4.4. Describe a range of interventions that can be used to respond sensitively to the play requirements and desires of individual disabled children and young people.		
	4.5. Describe how to respond to disabled children/young people's play cues in a way that supports play and their potential entry into a play cycle.		
	4.6. Explain how to identify the diverse personal and play support requirements of disabled children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.7. Illustrate how adult intervention may enhance or compromise the play experience of disabled children and young people.		
	4.8. Outline the importance of giving adequate time to understanding and being understood by individual disabled children and young people.		
	4.9. Outline the importance of disabled children and young people being able to make their own informed choices.		

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: PW3-6

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.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	PW 28 Contribute to supporting disabled children and young people in the play environment
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	<p>Learning outcomes 1 and 2 must be assessed in a real work environment by a qualified and occupationally expert assessor.</p> <p>This unit must be assessed in accordance with SkillsActive Playwork assessment strategy.</p> <p>Evidence of real work activity</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 judgment 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’.</p> <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 not allowed for this unit.</p> <p>Use of supplementary evidence</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>Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.</p>

Assessment task – PW3-6 Contribute to supporting disabled children and young people in the play environment

The Level 2 playworker needs to understand their role in supporting active participation of disabled children and young people in the play environment. The slogan 'Every Disabled Child Matters' is widely publicised. (www.ncb.org.uk/edcm/about_us.aspx). Society is slowly gaining an understanding of the individual rights of disabled children and young people. This unit will enable you to explore this vital and interesting aspect of the playworkers role.

Produce a written document which contains the following:

Task 1 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 and 3.10.

- a description of own perception of disability
- an outline of the different models of disability
- an explanation of why the social model of disability underpins effective playwork
- a description of how to identify good playwork practice when working with disabled children and young people
- a description of practices that discriminate against disabled children and their families in relation to playwork
- an identification of barriers to the participation of disabled children and young people in freely chosen, self directed play
- a description of relevant legislation and guidance relating to the inclusion of disabled children
- a description of the types of social and environmental triggers which may cause some disabled children and young people alarm and/or emotional distress and/or changes in behaviour
- an explanation of the importance of maintaining dignity and respect for disabled children and young people in all aspects of (playwork and) intimate care
- an explanation of how discriminatory attitudes affect the play experience of disabled children and young people

Task 2 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8 and 4.9.

- an identification of the types of people from whom information can be gained to help plan for working with disabled children and young people
- a description of how play cues may be expressed by individual disabled children/young people
- a description of the components of the play cycle expressed by individual disabled children and young people
- a description of a range of interventions that can be used to respond sensitively to the play requirements and desires of individual disabled children and young people
- a description of how to respond to disabled children/young people's play cues in a way that supports play and their potential entry into a play cycle
- an explanation of how to identify the diverse personal and play support requirements of disabled children and young people
- an illustration of how adult intervention may enhance or compromise the play experience of disabled children and young people
- an outline of the importance of giving adequate time to understanding and being understood by individual disabled children and young people
- an outline of the importance of disabled children and young people being able to make their own informed choices.

PW3-7: Support work with parents and carers in the play environment

Unit reference J/600/9540

Level 3

Credit value 12

GLH 70

Unit aim This unit covers the competence that the learner needs to support work with parents and carers in the play environment.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1 and 2 must be assessed in a real work environment. Simulation is allowed for 1.3 only, if no naturally occurring evidence is available.			
1. Be able to contribute to working relationships with parents and carers.	1.1. Communicate with parents and carers in a way that helps them to feel welcome and valued.		
	1.2. Exchange information with parents and carers in ways that meet their needs and the needs of children and young people.		
	1.3. Respond to disagreements or differences of opinion with parents and carers according to organisational procedures.		
	1.4. Keep information from and about parents and carers confidential.		
	1.5. Pass on information about or from parents and carers, when required by the organisation's policy.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.6. Show that parents/carers' diversity and individuality are valued.		
	1.7. Respond positively to complaints and suggestions according to organisational procedures.		
2. Be able to support the involvement of parents and carers in the play environment.	2.1. Discuss with parents and carers the possibilities of being involved in the play environment.		
	2.2. Work with colleagues to help find possibilities to involve parents and carers.		
	2.3. Help parents and carers to understand the values and policies of the play environment.		
	2.4. Help parents and carers to actively take part in the range of possibilities, giving them the information they need.		
	2.5. Help to review with parents and carers their involvement in the play environment.		
3. Understand the principles of working with parents and carers in the play environment.	3.1. Explain why good working relationships with parents and carers are important to effective playwork.		
	3.2. Identify a range of issues affecting parents and carers including social, cultural and economic pressures.		
	3.3. Illustrate how to help parents and carers feel welcome and valued in the play environment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.4. Explain why it is important to show respect for other adults' individuality.		
	3.5. Describe behaviour that models respect for parents and carers in the play environment.		
	3.6. Describe how to assure parents and carers of children who experience barriers to access that the environment is inclusive and welcomes them.		
4. Know how to contribute to working relationships with parents and carers.	4.1. Identify a range of the information needs and expectations that parents and carers may have.		
	4.2. Outline the importance of clear communication with parents and carers.		
	4.3. Outline the importance of being sensitive to communication difficulties with parents and carers.		
	4.4. Describe strategies to overcome communication difficulties with parents and carers.		
	4.5. Outline the importance of showing that the playworker listens to parents and carers and takes their views and opinions seriously.		
	4.6. Outline how to balance the wishes of parents and carers with the agreed procedures and policies of the organisation and the rights of the child.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.7. Describe the importance of confidentiality.		
	4.8. Describe how to balance the need to respect confidential information about parents and carers with the welfare of the child.		
	4.9. Describe typical situations that may cause conflict between playworkers and other adults.		
	4.10. Describe how the playworker should deal with conflict with parents and carers.		
	4.11. Describe the organisation's complaints procedures.		
5. Know how to involve parents and carers in the play environment.	5.1. Describe how to encourage parents and carers to become involved in the work of the play environment.		
	5.2. Identify the types of opportunities that exist for parents and carers to become involved.		
	5.3. Describe legal requirements for parents and carers to become involved in activities in the play environment.		
	5.4. Describe the organisation's policies and procedures for involving parents in activities.		
	5.5. Explain the importance of parents and carers understanding and supporting the values and policies of the play environment, including those for inclusion.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.6. Describe the types of guidance, information and support parents and carers may need to be involved in the play environment.		

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: PW3-7

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.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	PW 29 Support work with parents and carers in the play environment.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	<p>Learning outcomes 1 and 2 must be assessed in a real work environment by a qualified and occupationally expert assessor.</p> <p>This unit must be assessed in accordance with SkillsActive Playwork assessment strategy.</p> <p>Evidence of real work activity</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 judgment 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’.</p> <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 1.3 only, if no naturally occurring evidence is available.</p> <p>Use of supplementary evidence</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>Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.</p>

Assessment task – PW3-7 Support work with parents and carers in the play environment

Parents and carers of the children and young people in the play environment can become a valuable resource. It is important to develop and maintain effective communication, valuing the knowledge of their child or young person and ensuring that they are welcomed and well informed of all that takes place within the play environment.

Prepare the following information:

Task 1 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6.

- an explanation of why good working relationships with parents and carers are important to effective playwork
- identification of a range of issues affecting parents and carers including social, cultural and economic pressures
- an illustration of how to help parents and carers feel welcome and valued in the play environment
- an explanation of why it is important to show respect for other adults' individuality
- a description of behaviour that models respect for parents and carers in the play environment
- a description of how to assure parents and carers of children who experience barriers to access that the environment is inclusive and welcomes them

Task 2 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10 and 4.11.

- identification of a range of the information needs and expectations that parents and carers may have
- an outline of the importance of clear communication with parents and carers
- an outline of the importance of being sensitive to communication difficulties with parents and carers
- a description of strategies to overcome communication difficulties with parents and carers
- outline the importance of showing that the playworker listens to parents and carers and takes their views and opinions seriously
- an outline of how to balance the wishes of parents and carers with the agreed procedures and policies of the organisation and the rights of the child
- a description of the importance of confidentiality
- a description of how to balance the need to respect confidential information about parents and carers with the welfare of the child
- a description of typical situations that may cause conflict between playworkers and other adults
- a description of how the playworker should deal with conflict with parents and carers
- a description of the organisation's complaints procedures.

Task 3 links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3, 5.4, 5.5 and 5.6.

- a description of how to encourage parents and carers to become involved in the work of the play environment
- identification of the types of opportunities that exist for parents and carers to become involved
- a description of legal requirements for parents and carers to become involved in activities in the play environment
- a description of the organisation's policies and procedures for involving parents in activities
- an explanation of the importance of parents and carers understanding and supporting the values and policies of the play environment, including those for inclusion
- a description of the types of guidance, information and support parents and carers may need to be involved in the play environment.

PW3-8: Carry out playwork in a school setting

Unit reference L/600/9541

Level 3

Credit value 11

GLH 65

Unit aim This unit covers the competence that the learner needs to carry out playwork in a school setting.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1 and 2 must be assessed in a real work environment. Simulation is not allowed for this unit.			
1. Be able to establish a play space within the school setting.	1.1. Identify the physical space that will be used for the playwork session.		
	1.2. Help children, young people and adults understand where the play space exists.		
	1.3. Explain to children, young people and adults the difference, in terms of expectations, between the play space and other physical and emotional spaces within the school.		
	1.4. Advocate for children and young people's play in the wider school context.		
	1.5. Help protect the play space that has been created from interventions and interruptions from others.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to facilitate play in a school setting.	2.1. Form agreements with the children and young people about how the space will be used, in line with the playwork principles and the school's policies.		
	2.2. Use areas, materials, resources and equipment that have been agreed with appropriate colleagues in the school.		
	2.3. Communicate with school staff about children and young people's play experiences.		
	2.4. Encourage children and young people to take ownership and responsibility of the space.		
3. Know how to carry out playwork in a school setting.	3.1. Outline the importance of play in school settings.		
	3.2. Describe how play can enhance school experiences for children and young people.		
	3.3. Recognise the differences between playwork and play based activity that may happen in a school setting.		
	3.4. Describe potential conflicts between a school agenda and the play process.		
	3.5. Distinguish between the role of the adult in interacting with children and young people in a playwork context to other school based adults' roles.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.6. Outline the importance of children understanding that different expectations may be placed upon them regarding use of the same space.		
	3.7. Outline the importance of protecting the play space.		
	3.8. Explain the meaning of advocacy.		
	3.9. Describe how to advocate for play and playwork in a school based setting.		

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: PW3-8

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.

Additional information about the unit:	
Relationship to occupational standards – provided by the sector	PW 30 Carry out playwork in a school setting
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	<p>Learning outcomes 1 and 2 must be assessed in a real work environment by a qualified and occupationally expert assessor.</p> <p>This unit must be assessed in accordance with SkillsActive Playwork assessment strategy.</p> <p>Evidence of real work activity</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 judgment 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’.</p> <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 not allowed for this unit.</p> <p>Use of supplementary evidence</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>Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.</p>

Assessment task – PW3-8 Carry out playwork in a school setting

Playwork in school settings can be challenging for the playworker. Children and young people may have the ethos and expectation of school, and time needs to be taken to ensure that individuals are aware of the remit of the playworker and the difference in expectations in the play environment, although it is in a school setting.

Prepare information to show understanding of the following:

Task 1 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 and 3.9.

- an outline of the importance of play in school settings
- a description of how play can enhance school experiences for children and young people
- recognition of the differences between playwork and play based activity that may happen in a school setting
- a description of potential conflicts between a school agenda and the play process
- information which shows how to distinguish between the role of the adult in interacting with children and young people in a playwork context to other school based adults' roles
- an outline of the importance of children understanding that different expectations may be placed upon them regarding use of the same space
- an outline of the importance of protecting the play space
- an explanation of the meaning of advocacy
- a description of how to advocate for play and playwork in a school based setting.

Section 3: 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 4: 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](#).