



National Open
College Network

Qualification Guide

for

Providers/Tutors/Assessors

National Open College Network Level Two Award in Playwork

Accreditation No: 100/2475/X

NOCN Qualification No: PT4IAQ0001

All providers offering this qualification must have approval to run the qualification and have access to the External Assessment Pack for the Qualification and the Centre Administration Handbook. These are available from your OCN.

Version 02
August 2004

TABLE OF CONTENTS

Qualification Guide for Providers/Tutors/Assessors	Page No.
Coding and Numbering System for Units	1
NOCN and OCNs	2
Introduction to the Qualification	3
Approval to Deliver the Qualification	6
Key Skills	7
Other Issues	8
Achieving the Qualification	9
Quality Assurance	10
Assessment	12
 Units	
Health and Safety in Playwork Settings	17
Play and Play Provision	29
The Role of the Playworker	42
External Assessment	54

Coding and Numbering System for Units

NOCN LEVEL TWO AWARD IN PLAYWORK

Accreditation No: 100/2475/X

Accreditation Start Date: 01/09/2002

Accreditation End Date: 31/08/2006

Certification End Date: 31/08/2008

NOCN Unit Code	Unit Title	Level	NOCN 10 Hour Credit Value	Accredited Unit Number
PL12QQ015	Health and Safety in Playwork Settings	Two	3	J/101/5433
PT22QQ004	Play and Play Provision	Two	6	L/101/5434
PT42QQ001	The Role of the Playworker	Two	3	R/101/5435

THE NATIONAL OPEN COLLEGE NETWORK (NOCN)

The National Open College Network is the UK's foremost provider of accreditation services for adult learning. Ever since its foundation, NOCN has committed itself to promoting and supporting wider access to high quality, lifelong learning opportunities and to formal recognition of learners' achievements. In doing so, NOCN believes that the needs of learners are paramount and that meeting these needs can help to create a more equitable society.

NOCN is a major national qualification awarding body, subject to regulation by QCA (in England), ACCAC (in Wales) and CCEA (in Northern Ireland). Some NOCN qualifications and services are also available in Scotland.

NOCN offers qualifications from Entry Level to Level Three/Advanced in a wide range of subjects and areas. A number of qualifications at Level Four are also being developed. All are designed to be suitable for adults and for anyone for whom more traditional qualifications are unsuitable. NOCN qualifications enable learners to achieve specific unit credits for their achievements and to accumulate these credits towards the achievement of the full qualification. Above all, NOCN qualifications are designed to be accessible and to support the development of skills and knowledge that enable people to participate in work, in their communities or in further learning.

The National Open College Network exists to promote and support regional Open College Networks (OCNs) in developing and widening access to high quality and flexible education, and to training and learning in any context, particularly for learners who have benefited least from formal provision. NOCN ensures that there is a quality assured, effective and comprehensive framework through which individual licensed Open College Networks can consistently award credit for learner achievement and provide access to NOCN national qualifications.

OPEN COLLEGE NETWORKS (OCNs)

On behalf of NOCN, OCNs provide the quality assurance arrangements for NOCN qualifications. You will be working closely with your local OCN in delivering these qualifications.

OCNs are locally managed membership organisations which provide credit awards for a wide range of learning taking place in centres from all sectors of education and training. The OCN accreditation framework is particularly designed to address the needs of learners whose achievements have not been formally recognised or have remained outside the existing qualification framework.

OCNs operate on the basis of partnership between different sectors of education and training. They bring together a range of organisations that either provide, or are concerned with, learning opportunities for adults and young people.

Open College Networks operate throughout England, Wales and Northern Ireland.

INTRODUCTION TO NOCN LEVEL TWO AWARD IN PLAYWORK

Rationale

The NOCN Two Award in Playwork has been developed for any adult working in a waged or unwaged capacity with children, in a variety of playwork or out-of-school settings. SPRITO has identified the challenge of providing training and qualifications for the playwork sector which it states is, 'characterised by numerous small organisations employing a high percentage of volunteers and part-time staff'. This qualification addresses the needs of both individuals and organisations in this sector.

The NOCN Level Two Award in Playwork has been mapped against the Key Playwork Assumptions and the Playwork Values produced by SPRITO. The qualification has also been mapped against the national standards produced jointly by SPRITO and the Early Years National Training Organisation. In addition, the rationale for the development of the Qualification has been informed by the research published in 'Best Play', produced by the Play Council, supported by Play Wales, Play Scotland and Playboard Northern Ireland (March 2000), making it appropriate for use across the U.K.

A specialist Playwork Unit has been established by SPRITO to meet the needs for training and qualifications linked to the Government's National Childcare Strategy. The Playwork Unit has developed and published a Sector Plan for Playwork and has undertaken a series of draft sector maps identifying standards for the sector based on their published Assumptions and Values of Playwork. These assumptions and values underpin the development of the NOCN Level Two Award for Playwork.

The challenge for the Playwork sector as set out in the National Strategy is to promote the following:

- Children's development through freely chosen play.
- Creative learning opportunities and social inclusion.
- Valuable relationships between workers, children, parents/carers.
- Opportunities for employment (e.g. early years, youth work, sport and arts).
- Improved quality of life for individuals and their communities (SPRITO).

The NOCN Level Two Award in Playwork addresses all of these outcomes within units of the qualification.

The Government has estimated that it will need to train 50,000 new childcare and playworkers to meet the challenge of the National Childcare Strategy. Recent statistics reveal that over 100,000 new childcare places have been established, and there 'are now nursery education places for all four year olds and well over a third of three year olds' (DfEE Executive Summary –May 2000). DfEE research also shows that with regard to the existing workforce, 'untrained and unqualified workers largely staff the childcare sector'.

It is estimated that five thousand learners are currently registered on Open College Network Playwork courses nationally. It is clear that the demand for these courses and for Qualifications in this sector will increase as the Government continues to implement the strategies outlined above. In order to meet the targets for the National Childcare Strategy a substantial increase in the numbers of trained workers engaged in playwork is required. This qualification is designed to provide for this estimated demand by training new workers and offering existing workers access to a national qualification.

Target Group

The NOCN Level Two Award in Playwork is aimed at any adult working in a waged or unwaged capacity with children, in a variety of playwork or out-of-school settings. The qualification will also be suitable for those working in partnership or support roles in a volunteer or part-time capacity.

Progression Opportunities

Learners completing the NOCN Level Two Award in Playwork will be able to progress to the appropriate NVQ Level 2 in Playwork or related areas.

It will also provide a springboard to Level 3 Qualifications in Playwork, Early Years Education and Childcare qualifications.

The NOCN Level Two Award in Playwork relates academically to GCSE Child Development/Psychology/Sociology so learners will be able to progress to relevant 'A' level Qualifications if appropriate.

Qualification Aims

The Qualification aims to:

- Provide those working in playwork or out-of-school care with children, with essential knowledge and skills required for effective working practice.
- Provide access for those working on a part-time, voluntary or community basis to a National Qualification.
- Support government initiatives in meeting the Childcare and Childcare Challenge, and in supporting lifelong learning.
- Provide an accessible qualification designed for those working in playwork or out-of-school care with children which will provide encouragement and a route for progression to more advanced training or work within the sector.

The NOCN Level Two Award in Playwork addresses the knowledge and skills required by the Playwork sector and provides a comprehensive range of learning outcomes, mapped against the occupational standards for Playwork and Early Years and the Early Years Directorate. This mapping makes it possible to locate the relevance of the programme of learning for this qualification to work in various parts of the Playwork Sector and will support employers in planning the priorities for workforce development. It also supports career development plans for learners and employers alike.

Curriculum Time

The NOCN Level Two Award in Playwork is made up of three units. Two units have recommended guided learning hours of 30 hours per unit:

- Health and Safety in Playwork Settings
- The Role of the Playworker

One unit has recommended guided learning hours of 60 hours per unit:

- Play and Play Provision

Whilst it is not essential for learners undertaking this award to be formally employed within a playwork environment, certain elements of assessment are undertaken within a work based environment. Learners should undertake work experience in order to extend their skills and enable an application of theory to practice. It is recommended that placement/work experience should be a minimum of eight hours. It is recommended that these hours should be spread evenly across the programme supporting the qualification.

Restrictions on Learners Entry

The NOCN Level Two Award in Playwork is designed to allow the widest possible access to learners. Providers of the qualification will need to ensure that entry to the qualification is appropriate to the individual's previous experience and/or qualifications.

Learners should undertake work experience in order to extend their skills and enable an application of theory to practice. It is recommended that placement/work experience should be a minimum of eight hours. It is recommended that these hours should be spread evenly across the programme supporting the qualification.

Specific requirements including guidance on meeting the requirements of relevant legal instructions

Centres providing the qualification must ensure that work placements and work place settings meet the requirements of the relevant legal instruments, e.g. Day Care Standards.

In line with Government regulations, learners working in any playwork environment will be required to undertake a Police Check. The responsibility for conducting regulatory checks on learners, for example police checks, lies with the providing institution.

Learners with Particular Requirements

Assessment within the NOCN Level Two Award in Playwork is designed to be accessible and inclusive.

Through the process of programme approval, NOCN ensures that the requirements of learners with particular needs in relation to unit assessment are met. The arrangements made by the provider are scrutinised through the process of approval and monitored through the process of moderation. Specific details should be outlined in the programme approval document, logged in approval reports as appropriate and the documentation made available for use during moderation and monitoring. Moderators are specifically required to comment on actual delivery in relation to approved delivery, and to report their findings to NOCN through the local OCN.

For those learners wishing to achieve the full qualification, the requirements of external assessment must be achieved.

Further details on the provision of special arrangements for learners with particular requirements are outlined in the Administration Handbook for NOCN Qualifications.

APPROVAL TO DELIVER THE QUALIFICATION

The qualification has been developed to support providers in responding to learner need and to offer accreditation that recognises smaller steps toward the achievement of the qualification. This qualification, or individual units of the qualification, must be embedded in an OCN approved learning programme. The approved learning programme may offer locally accredited units as well as units of the qualification. Your local OCN will work with you to enable the full qualification, or individual units from the qualification, to be embedded in a variety of curriculum settings suitable for the target group of learners.

It is NOCN's intention that the qualification and individual units from the qualification are made widely available to promote access and achievement for learners. The OCN standard approval and quality assurance processes will apply. In summary, the OCN will:

- Provide curriculum support and advice.
- Approve the details of your proposals for the delivery of the qualification or units of the qualification.
- Approve the details of your internal quality assurance arrangements.
- Appoint an external moderator for the approved programme within which the qualification or units of the qualification are delivered.
- Verify the results of internally assessed tasks through external moderation.
- Verify the award of credit for units of the qualification through external moderation.
- Provide unit and qualification certification for learners.

KEY SKILLS

Opportunities for learners to develop and evidence achievements in Key Skills are inherent within the units.

The opportunity to demonstrate coverage of key skills has been signposted below:

Unit Title	Application of Number Level 2	Communication Level 2	Information Technology Level 2
Health and Safety in Playwork Settings		C2.3 C2.2	IT2.1
Play and Play Provision	N2.2	C2.1a C2.1b C2.2 C2.3	IT2.1 IT2.3
The Role of the Playworker		C2.1a C2.2 C2.3	IT2.3

	Improve Own Learning and Performance Level 2	Working with Others Level 2	Problem Solving Level 2
Health and Safety in Playwork Settings	L2.1	WO2.1	PS2.1
Play and Play Provision	L2.1	WO2.2 WO2.3	PS2.1 PS2.2
The Role of the Playworker	L2.1 L2.3	WO2.1 WO2.2 WO2.3	PE2.1 PS2.2

OTHER ISSUES

The underlying principle upon which NOCN qualifications are based is one of widening participation and offering opportunities for those learners otherwise excluded from the qualification framework. Learning outcomes have been developed to underpin this commitment and broaden the awareness and knowledge of learners across educational, cultural and social issues.

References to the ways in which this qualification addresses these issues are signposted below:

Unit Title	Social, Cultural and Ethical Issues	Health and Safety	Equal Opportunities	Environmental Issues	European Awareness/ Legislation
Health and Safety in Playwork Settings		√	√	√	√
Play and Play Provision	√	√	√	√	√
The Role of the Playworker	√	√	√	√	

All units within this qualification are focussed on the development of awareness and understanding of the context and environment in which Playwork operates effectively, to support children's play. Key social, cultural and ethical issues, therefore, underpin the qualification and an understanding of the regulatory frameworks supporting work in this sector is implicit within the units.

ACHIEVING THE QUALIFICATION

NOCN LEVEL TWO AWARD IN PLAYWORK

The NOCN Level Two Award in Playwork consists of **three compulsory units**.

To meet the requirements of the qualification a learner must achieve all **three compulsory units**. In addition the learner must **achieve the external assessment** requirement for the qualification.

Compulsory Units

NOCN Unit Code	Unit Title	Level	NOCN 10 Hour Credit Value	Accredited Unit Number
PL12QQ015	Health and Safety in Playwork Settings	Two	3	J/101/5433
PT22QQ004	Play and Play Provision	Two	6	L/101/5434
PT42QQ001	The Role of the Playworker	Two	3	R/101/5435

External Assessment

The external assessment is in the form of a structured written assessment involving the development of a plan for a play activity (500 words).

Assessment Summary

To achieve this qualification, the learner must achieve all the assessment components for the three compulsory units and the external assessment component. No compensation across assessment components is allowed.

QUALITY ASSURANCE

General Information

All providers wishing to deliver the NOCN qualification(s), or units of the qualification(s), will need to demonstrate the ability to manage and deliver the units and/or the qualification(s) including adherence to quality assurance and assessment regulations.

Your local OCN will provide guidance and give support in enabling you to deliver the qualification.

The Open College Network standard quality assurance arrangements and requirements will apply and include the following:

Internal Moderation – carried out by the centre delivering the qualification(s) or units of the qualification(s)

The internal assessment process is subject to internal moderation in order to monitor the decisions of assessors. This means that the work of assessors is monitored through Internal Moderation, to ensure that:

- Internally set assessments meet the published benchmark.
- Assessment judgements conform to agreed standards.

Internal moderation is critical to the success of this Award, including the maintenance of national standards. Internal moderation will need to be consistent with the assessment methodology of both the internal and external assessment requirements. NOCN recommends that the centre's internal moderator should hold the NOCN Internal Moderator's Award or be working towards achieving it.

Key Responsibilities of the Internal Moderator

- Sampling assessment.
- Verifying assessment.
- Supporting and providing feedback to assessors.
- Identifying good practice.
- Liaising with NOCN External Moderators.
- Identifying training and development requirements.
- Maintaining accurate and up to date records of internal moderation activity.

Guidelines for Internal Moderation Sampling

- The overall sample should be equal to the square root of the number of learners or a minimum of five.
- All methods of assessment must be sampled.
- The overall assessment sample should be drawn from across all tutors/assessors responsible for delivering the qualification.
- Assessment samples must cover all units of the qualification.

External Moderation – carried out by a moderator appointed by NOCN through the local OCN

External Moderators will be appointed by NOCN through its licensed OCNs, and will be fully conversant with the subject area and the assessment requirements for the qualification.

Each centre will be subject to external moderation. The role of the External Moderator includes the following:

- Ensuring that internal moderators are undertaking duties satisfactorily.
- Monitoring internal quality assurance and the sampling of assessment activities, tasks, methods and recording.
- Acting as a source of advice and support.
- Promoting best practice.

Key Responsibilities of the External Moderator

- Ensuring compliance with the qualification specification and assessment requirements.
- Ensuring approved centre and programme approval details are followed.
- Assessing the quality of the learner experience.
- Contributing to standardisation activity.
- Reporting to NOCN on the outcomes of external moderation in relation to the maintenance of standards.
- Verifying achievement for unit certification.

External Assessment

External Assessors are appointed by NOCN. The external assessment pack for this qualification provides further details on the centre management and administration of external assessment. In each case, external assessments are processed through the local OCN.

Centres are required to forward external assessments to their OCN. At no time, must external assessments be forwarded directly to the external assessor.

ASSESSMENT

The qualification is awarded to learners who meet the full requirements for both internal and external assessment. Units of the qualification are achieved through internally set tasks which are internally marked and externally moderated. In addition, learners are required to undertake the externally set task in order to fulfil the requirements for the achievement of the qualification at the given level. The externally set tasks will be made available to assessors through their OCN as a part of the process of approval to deliver the qualification.

Achieving Units of the Qualification

Units of the qualification can be separately achieved and certificated towards the qualification. Unit Credit can be achieved by learners who are undertaking learning programmes which have been designed to embed the qualification, or units of the qualification, within the programme. Only the specific units from within the qualification may count as unit credit towards the achievement requirements of the qualification.

Devising Tasks for Unit Assessment

Individual unit achievement is assessed through internally set and marked tasks. Centres are required to devise their own tasks which will be internally marked.

Unit assessment may comprise a single task or a series of tasks as long as all the learning outcomes within a unit are covered. Tasks may assess outcomes from more than one unit.

Internally set and marked tasks are to be benchmarked against the published benchmarks in this guide. The benchmark assessments in this guide should be scrutinised by assessors prior to devising their own assessment tasks.

A variety of approaches to tasks is desirable, e.g. written work, short answer questions, practical work.

In designing the tasks, assessors should clearly identify the achievement criteria for the tasks.

The Benchmark Assessments provided in this guide can be used for the actual assessment of the units. However, tutors are required to ensure that tasks are appropriate to the context of learning. Case studies used in the assessments must be regularly updated and always be appropriate to the context of learning.

Completing Tasks

Assessors are responsible for setting tasks when they feel that students are ready to complete them successfully. Tasks are devised for assessment, not teaching, and it is essential for assessors to ensure that each learner's work is authentic, i.e. that it is genuinely their own work. This is especially true of naturally occurring evidence which the assessor may wish to authenticate e.g. through questioning.

Tasks for different units may be completed in any order, although Centres will be expected to administer the tasks in a logical sequence according to the requirements of the learner.

Marking Tasks

Each task must be assessed against the achievement criteria identified for it and judged to be either achieved or not achieved. Where a series of tasks is set, learners must demonstrate the achievement of the required standard in all tasks in order to achieve the unit. Units are either achieved or not achieved.

Recording Achievement

To record a learner's performance in each unit it is expected that a Task Assessment sheet will be completed for each learner's assessed work. This assessment sheet should record the learner's performance against the achievement criteria for the tasks.

Assessments will be internally and externally moderated. The external moderator will report on the level of assessments tasks in relation to the published benchmark.

The assessment methods for units within the NOCN Level Two Award in Playwork are indicated below:

Unit Title	Method of Assessment	Evidence
Health and Safety in Playwork Settings	Written Question	Written answers (total 400-500 words)
	Observed Discussion	Written Checklist Tutor Observation Sheet Self Assessment Sheet
	Small Group Work	Completed Plan Tutor Observation Sheet Witness Statement
	Written Assessment	Written Answers (300-400 words each)
Play and Play Provision	Assessment	Completed Chart
	Observed Discussion/Written notes	Tutor Observation Sheet Written List + Exemplars
	Written Assessment/Observation	Written Exemplars Witness Statement
	Presentation	Tutor Observation Sheet Self Assessment Sheet
The Role of the Playworker	Written Assessment/Observation	Written Exemplars Witness Statement
	Role Play	Tutor Observation Sheet Presentation notes
	Written Assessment/Observation	Written Action Points Tutor Observation Sheet

Assessment Evidence – Units

The evidence for unit assessment may be presented within a portfolio for the purposes of external moderation. The portfolio may include a range of appropriate items of assessment evidence, such as:

- Tutor assessment of discussion/observations of learner development and achievement
- Learner Logs or Diaries
- Time constrained/independently set assessments
- Task based assessments
- Action Plans/evidence of planning activity
- Written Exercises
- Reports
- Posters, tape recordings, audio visual aids, videos
- Leaflets
- Evidence of interviews and peer assessment

UNITS

NOCN LEVEL TWO AWARD IN PLAYWORK

Unit Title	Page Number
Health and Safety in Playwork Settings	17
Play and Play Provision	29
The Role of the Playworker	42

Each unit of the qualification is presented as follows:

Unit Aims – a summary of the aims of the unit.

The Unit - made up of a title, level, NOCN credit value, learning outcomes and assessment criteria. A NOCN unit code and an accreditation code also appears in the unit specification.

Benchmark Assessment - Sample tasks for use by tutors/assessors in order to establish what an assessment task should cover and to support standardisation in internally set and internally marked assessments.

**UNIT TITLE: Health and Safety in Playwork Settings
J/101/5433**

LEVEL: Two

10 HOUR CREDIT VALUE: 3

UNIT STATUS: Compulsory

This unit aims to:

- Promote an understanding of the relevant current legislation and policies in Health and Safety in playwork settings.
- Raise awareness of roles and responsibilities for Health and Safety in playwork settings.
- Raise awareness of issues of personal safety and strategies to ensure this.
- Identify correct procedures for dealing with accidents, administering medication and fire drills.
- Identify possible signs of abuse and appropriate action.
- Raise awareness of provision of play opportunity within the current health and safety framework.

**UNIT TITLE: Health and Safety in Playwork Settings
J/101/5433**

LEVEL: Two
10 HOUR CREDIT VALUE: 3
UNIT CODE: PL12QQ015

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	The learner has achieved this outcome because s/he can:
1. Understand Health and Safety requirements and procedures in a playwork setting.	1.1 Identify key aspects of the Children's Act and other relevant legislation and/or policies relating to Health and Safety of children. 1.2 Describe why it is important to be aware of the risk assessment for a playwork setting. 1.3 Identify and state clearly, own role and responsibilities regarding the Health and Safety of children. 1.4 Identify the lines of reporting appropriate to Health and Safety in a playwork setting.
2. Provide play opportunities within the current legislative framework.	2.1 Provide play opportunities that ensures a child's safety, health, well being and safeguard their rights.
3. Understand correct action for accidents and administration of medication.	3.1 Accurately report, record and take appropriate actions for any accidents, according to correct procedures and within line of responsibility. 3.2 Identify procedures for administration of medication.
4. Understand statutory obligations relating to fire drills.	4.1 Describe obligations and procedures relating to fire drills. 4.2 Assist in outline fire drills following correct procedures.
5. Recognise signs of abuse/neglect and identify appropriate action.	5.1 List potential signs and symptoms of physical and emotional neglect/abuse. 5.2 Describe own role and responsibility in dealing with potential abuse/neglect.
6. Understand and demonstrate the importance of personal safety.	6.1 Participate in a risk assessment regarding personal safety in a playwork setting. 6.2 Identify appropriate strategies to ensure personal safety in a playwork setting. 6.3 Discuss strategies for raising awareness for children's personal safety.

BENCHMARK ASSESSMENT

Qualification Title: NOCN Level Two Award in Playwork

Unit Title: Health and Safety in Playwork Settings J/101/5433

Unit Status: Compulsory

Introduction

The Benchmark Assessment for this unit is a tool to support standardisation in internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the learner's:

- Understanding of the relevant legislation and policies in Health and Safety in playwork settings.
- Awareness of roles and responsibilities for Health and Safety in playwork settings.
- Understanding of issues of personal safety and strategies to ensure same.
- Understanding of procedures for dealing with accidents, administering medication and fire drills.
- Knowledge of possible signs of abuse and appropriate action.
- Knowledge and understanding of provision of play opportunity within the current health and safety framework.

Assessment Tasks

Four assessment tasks are used in the Benchmark Assessment for this unit, Health and Safety in a Playwork Setting. However, fewer or more tasks may be set as long as all the learning outcomes for the unit are assessed through the task(s).

The tasks are intended to assess the learner's awareness of Health and Safety in the workplace setting and to assess the learner's ability to identify correct procedures and good practice in Health and Safety.

TUTOR GUIDANCE

TASK	EVIDENCE	PRESENTATION
Task A Completion of written answers to set questions (not time constrained) based on LO 1 and 2. Topic - Legislation and Policy for Health and Safety	<ul style="list-style-type: none"> Written answers/Tutor marked 	Written/word processed (Maximum 500 words)
Task B Observed discussion based on LO 6. Topic - Personal Safety	<ul style="list-style-type: none"> Written checklist/Tutor marked Tutor Observation Sheet Self Assessment Sheet 	Written checklist (Maximum 1 side A4) Prepared Sheet Prepared Sheet
Task C Completion of small group activity based on LO 3 and 4. Topic - Accidents and Emergencies	<ul style="list-style-type: none"> Completed Plan/Tutor marked Tutor Observation Sheet Witness Statement 	Diagram/Plan Prepared Sheet Written/Signed Witness Statement
Task D Completion of written assessment based on LO 5 and 6. Topic - Child Abuse	<ul style="list-style-type: none"> Written answers (2 scenarios)/ Tutor marked 	Written answers (300-400 words each).

TASK A

Preparation for the written answers should include giving learners the relevant sections of current legislation, or references to obtain the information. Examples of health and safety policies should be provided. Group work and discussion to identify key features. Roles and responsibilities regarding health and safety should take place prior to the task. The written answers **should not** be completed under time-constrained conditions.

TASK B

The learners should be provided with/or give own examples of issues of personal safety to consider in pairs/small groups. Each pair or small group should feedback the results of the risk assessment and discuss with the whole group strategies to ensure personal safety. It would be useful to summarise the results of the discussion on a flip chart or white board. Learners should also complete a self-assessment sheet.

TASK C

Learners should be given or provide their own scenarios. Any relevant policies should be referred to, and learners should have discussed these previously. It would be useful to identify good practice from pair/small group feedback on a flip chart or whiteboard as a resource for the learners. Examples of diagrams could be provided for the learners, and/or a blank diagram for the learner to label and complete.

TASK D

The learners should have worksheets or access to relevant texts or web sites regarding common infectious illnesses and signs and symptoms of abuse. To prepare the learners for this task, organise small/ whole group discussion to raise awareness of illnesses and abuse and to identify appropriate strategies. Discussion of the boundaries and roles in the childcare setting is crucial to this task. The need for confidentiality should be stressed and group agreements should be set in relation to this. The tutor needs to be aware that some issues discussed may have personal relevance to some learners and arrangements should be in place to deal with any potential disclosures.

A Tutor observation sheet for discussion and role play observations and a learner self-assessment sheet are included for standardisation purposes.

ASSESSMENT TASKS

Qualification Title: NOCN Level Two Award in Playwork

Unit Title: Health and Safety in Playwork Settings J/101/5433

Unit Status: Compulsory

Learners must complete all **four** tasks.

TASK A Health and Safety in Playwork Settings **Written Questions: Legislation and Policy**

This assessment task is about checking your understanding of the relevant legislation and policies related to health and safety in a playwork setting and your role and responsibility for the Health and Safety of the Children in your care. You will have been given the information required and will have discussed and considered the relevant legislation and policies and your role relating to these.

You are required to answer all of the following questions within the time scale agreed with your tutor.

1. List key aspects of the relevant legislation relating to Health and Safety in a playwork setting, to include requirements for Special Needs, Learning and Physical Disability, Health and Hygiene.
2. Explain why it is important that workers in a playwork setting are aware of relevant legislation and policies in Health and Safety.
3. Produce a plan of your playwork setting, identifying the potential health and safety hazards in the play areas and how you can provide safe play opportunities.
4. Describe how you have applied Health and Safety requirements in your playwork setting.
5. Explain the importance of risk assessment in a playwork setting and state who has responsibility for this.
6. Explain your role and responsibility for Health and Safety and whom you should report to in your playwork setting.

Your answers can be either word-processed or clearly hand-written and you should check that your spelling, punctuation and grammar is reasonably accurate. The written answers should total between 400-500 words. The plan requested in question number 3 should be clearly marked and legibly labelled.

This task assesses Learning Outcomes 1 and 2 of the unit. To fulfil all the requirements for Learning Outcome 2, however, you will also need a signed observation from your playwork setting confirming application of Health and Safety requirements.

TASK B Health and Safety in Playwork Settings

Discussion and Checklist: Personal Safety

This assessment task assesses your understanding of the risks to yourself and to the children in your work setting. The task also assesses the strategies in place to ensure personal safety for yourself and the children in your playwork environment.

- In a pair discuss the examples given of risks to yourself and the children in the playwork setting.
- Feedback to the group your discussion on the risk assessment, identifying ways to ensure personal safety for yourself and children in your care.
- Produce a checklist of procedures/strategies to help with personal safety for yourself and the children.

You will be assessed by the tutor on your discussion and through a self-assessment form. Your written checklist will also form part of the assessment evidence. Your checklist of procedures/strategies can be word-processed or clearly hand-written, and spelling, punctuation and grammar should be reasonably accurate. The checklist should be a maximum of one side of A4 paper.

This task assesses Learning Outcome 6 of the unit.

TASK C Health and Safety in Playwork Settings

Small Group Work: Accidents and Emergencies

This task assesses your understanding of the procedures for dealing with accidents, administering medication and fire drills. To prepare for this task you will have had access to the current Childcare Standards and observed the procedures in use at a work-based setting.

Read the following **three** scenarios:

- A child's accident in a given setting
- Giving medication to a child in a given setting
- Fire drill

In pairs/small groups identify the correct procedures appropriate to your role at work. Individually produce a plan/diagram that shows the key stages of reporting, recording and taking appropriate action for each scenario appropriate to your role at work. You are required to produce a completed plan/diagram for each scenario. In addition, you will be assessed through tutor observation/witness statement on your activity.

This task assess Learning Outcomes 3 and 4 of the unit.

TASK D Health and Safety in Playwork Settings
Written Case Study: Child Abuse

This assessment task is designed to assess your knowledge and understanding of possible abuse and to identify your own role regarding this. For this task you will use the information given to you about possible signs and symptoms of abuse of children.

Read the two case study outlines provided by your tutor and for each:

- List the signs and symptoms of possible abuse
- Summarise the action to be taken
- Describe your own role and responsibility in each case
- State why confidentiality is important

Your answers can be either word-processed or clearly hand-written and you should check that your spelling, punctuation and grammar is reasonably accurate. For each case study your answer should be no more than 400 words.

This task assesses Learning Outcomes 5 and 6 of the unit.

LEARNER SELF ASSESSMENT SHEET

Name:	Date:
Qualification Title:	Code:
Unit Title:	Code:
Assessment Activity/Assessment	

1. What were the key learning objectives of the assessment/activity?	
2. Which of these do you think you understood/covered well during the assessment/activity?	
3. Are there specific topics/issues from the assessment/activity that you need more knowledge/understanding about? List them.	
4. Reflect on how you can ensure you develop your knowledge and understanding of these topics and note down actions needed.	
5. How well did you present your assessment/activity? Note any areas of your presentation which could be improved and outline how you might achieve this.	
Add any other thoughts on your performance here.	

TUTOR OBSERVATION SHEET

Qualification Title:	Code:
Unit Title:	Code:
Task Identifier:	

Participant Name	Active/Passive participant	Identifies relevant key points (minimum 2)	Relates key points to practice with one example (minimum 2)	Relates own role to issue at least twice	Notes

Tutor/s Name:	
Tutor/s Signature:	Date:

ACHIEVEMENT CRITERIA

Qualification Title: NOCN Level Two Award in Playwork

Unit Title: Health and Safety in Playwork Settings J/101/5433

Unit Status: Compulsory

Task	Achievement Criteria
<p>TASK A Question and Answers: Health and Safety</p>	<ul style="list-style-type: none"> • Accurately identifies key health and safety legislation. • Clearly outlines own role and responsibilities. • Explains the importance of risk assessment. • Accurately identifies reporting requirements. • Produces a health and safety plan which correctly identifies a range of possible hazards. • Uses accurate spelling, grammar and punctuation.
<p>TASK B Discussion and checklist: Personal Safety</p>	<ul style="list-style-type: none"> • Participates in a discussion with one other learner on risks to self and children in a playwork setting. • Produces a relevant checklist of procedures and strategies which has accurate spelling, grammar and punctuation. • Provides relevant examples relating to children and self. • Correctly identifies methods for ensuring safety of children and self. • Demonstrates the ability to realistically self-assess own skills and knowledge of personal safety issues.

Task	Achievement Criteria
<p>TASK C Small Group Work: Accidents and Emergencies</p>	<ul style="list-style-type: none"> • In pairs/small groups identifies correct procedures appropriate to ones own role at work. • Individually produces relevant and appropriate plan/diagram showing stages of reporting, recording and appropriate action, includes accurate spelling, grammar and punctuation. • Individually identifies correct procedures and can apply these.
<p>TASK D Written Answers: Case Study - Abuse</p>	<ul style="list-style-type: none"> • Accurately lists the signs and symptoms of possible abuse in children. • Summarises action needed in case study examples. • Identifies own role and responsibilities in each case. • Clearly identifies issues relating to confidentiality. • Ensures accurate spelling grammar and punctuation in all written work.

**UNIT TITLE: Play and Play Provision
L/101/5434**

**LEVEL: Two
10 HOUR CREDIT VALUE: 6
UNIT STATUS: Compulsory**

This unit aims to:

- Identify the importance of play for children.
- Identify the benefits of play and the effects of play deprivation.
- Raise awareness of the child's right to play and to freely choose play activities.
- Raise awareness of the importance of playwork assumptions and values.
- Raise awareness of the importance of providing play opportunities that encourage independence and risk taking.
- Raise awareness of the importance of providing stimulating environments for children's play.
- Identify the need to provide 'a safe process' for play provision and to promote inclusion and equal opportunities.

UNIT TITLE:**Play and Play Provision L/101/5434****LEVEL:****Two****10 HOUR CREDIT VALUE:****6****UNIT CODE:****PT22QQ004**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	The learner has achieved this outcome because s/he can:
1. Understand the importance of play to a child.	1.1 Show understanding of definitions of play and the importance of play to a child.
2. Recognise the benefits of play to a child.	1.2 State the right of a child to play. 2.1 Describe how play benefits a child's development. 2.2 Give an example of how play benefits a child's learning. 2.3 Give an example of how play contributes to a child's health and well-being. 2.4 Explain how play contributes to inclusion and equal opportunities for all children.
3. Understand the importance of providing good play opportunities for a child.	3.1 Explain why it is important to provide good play opportunities for a child in our society. 3.2 Give examples of the effects of "play deprivation".
4. Understand the assumptions of playwork and how these underpin play provision.	4.1 Identify the key playwork assumptions and discuss their importance to playwork.
5. Understand the importance of playwork values/objectives for play provision and practice.	5.1 Identify playwork values/objectives and discuss how they place the child at the centre of the process. 5.2 Give examples of how these values/objectives underpinned your own practice in play provision.
6. Understand how playwork values/objectives promote inclusion and equal opportunities.	6.1 Explain how playwork values/objectives promote respect for others and inclusion for children with a disability or disadvantage. 6.2 Give examples from your own practice in play provision of inclusion and equal opportunities.
7. Understand how to develop play provision that promotes independence and risk taking and embeds the 'safety process'.	7.1 Explain the importance of offering risk and challenge in play provision. 7.2 Discuss how to balance offering risk and challenge whilst maintaining a child's physical, emotional and social safety.
8. Understand how to provide an appropriate environment for a child's play.	8.1 Explain how appropriate human and physical environments can be provided to allow a child to play freely. 8.2 Provide examples from your own practice of play provision of how rich, stimulating environments were provided for children.

BENCHMARK ASSESSMENT

Qualification Title: NOCN Level Two Award in Playwork

Unit Title: Play and Play Provision L/101/5434

Unit Status: Compulsory

Introduction

The Benchmark Assessment for this unit is a tool to support standardisation in internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the learner's:

- Understanding of the importance of play for children.
- Understanding of the benefits of play and the effects of play deprivation.
- Awareness of the child's right to play and to freely choose play activities.
- Knowledge of the Playwork Assumptions and Values.
- Understanding of the importance of providing play opportunities that encourage independence and risk taking.
- Knowledge of the importance of providing stimulating environments for children's play.
- Ability to provide 'a safe process' for play provision and to promote inclusion and equal opportunities.

Assessment Tasks

Four tasks are used in the Benchmark Assessment for this unit, Play and Play Provision. However, fewer or more tasks may be set as long as all the learning outcomes for the unit are assessed through the tasks.

The assessment tasks are intended to assess the learner's understanding and knowledge about play and play provision. They are also designed to assess the learner's knowledge of the core Playwork Assumptions and Values in playwork practice which place the child at the centre of the process and promote inclusion and equal opportunities.

TUTOR GUIDANCE

TASK	EVIDENCE	PRESENTATION
Task A Completion of written assessment based on LO 1,2 and 3. Topic – Importance and Types of Play	<ul style="list-style-type: none"> Play Chart/Tutor marked 	Chart with annotations
Task B Observed discussion/Written notes based on LO 4, 5 and 6. Topic-Play Provision	<ul style="list-style-type: none"> Written list + Examples/Tutor marked Tutor Observation Sheet 	Written list Two written examples (250 words each) Prepared Observation Sheets
Task C Completion of written assessment/Signed observation based on LO 2, 7 and 8. Topic – Play in the Playwork Setting	<ul style="list-style-type: none"> Written examples / Tutor marked Witness Statement 	Two case studies (300 - 400 words each) Signed Witness Statement
Task D Presentation based on LO 3, 6, 7 and 8. Topic- Inclusion and Equal Opportunities	<ul style="list-style-type: none"> Tutor Observation Sheet Self Assessment Sheet 	Prepared observation Sheet/signed Prepared Self Assessment Sheet/signed

TASK A

Learners should be provided with information about types of play and the benefits of play. Information should be made available both in the form of handouts and discussion on the following areas: the importance of play to a child, the child's right to play and to freely choose play and how play promotes a child's development and learning. This is important preparation for learners for this assessment. Opportunity should be given to the learner to give examples of the effects of play deprivation either from their own practice or from case studies.

The importance of confidentiality should be emphasised if examples are used from the learner's practice.

TASK B

Learners should be provided with the key Playwork Assumptions and Values (published by SPRITO) and given the opportunity to discuss these in groups, to examine their impact on playwork practice and with reference to the rights of children. Learners will need to be able to provide examples (from their own practice or through case study material provided) about how these assumptions and values underpin their own practice. Prior discussion and case studies / examples from good practice is necessary for the learners to look at before providing their own written examples.

The importance of confidentiality should be emphasised if examples are used from the learner's practice.

TASK C

This task also assesses elements from the unit 'The Role of the Playworker'.

Learners should be given opportunities to discuss and evaluate play opportunities and how to provide rich and stimulating environments for play. Examples of how human and physical resources can enhance children's play should be given to learners. Learners should have the opportunity to discuss how these resources enable all children, and in particular those children with disadvantages or disabilities, to participate in the play opportunity. It is also necessary to discuss the way that the child should be at the centre of the process and how such play opportunities empower children. The role of the playworker is clearly crucial in this process and the opportunity to examine and evaluate this role, through discussion and/or case studies and examples from practice should be given.

The role of the playworker in providing play opportunities in co-operation with the children should be examined either through examples from practice or case studies. Practical tasks and role-plays are useful.

TASK D

The presentation draws on the activity used in Task (C) about provision of play opportunities. The presentation allows the learners to focus on how inclusion and equal opportunities is intrinsic to their practice in playwork provision. Learners should be given guidance on how to structure presentations and to focus on the content of the presentation. Practice presentations and preparation time can be given prior to the assessment.

A Tutor observation sheet for discussion and role-play observations and a learner self-assessment sheet are included for standardisation purposes.

ASSESSMENT TASKS

Qualification Title: NOCN Level Two Award in Playwork

Unit Title: Play and Play Provision **L/101/5434**

Unit Status: Compulsory

Learners must complete all **four** tasks

TASK A Play and Play Provision **Written Assessment: Importance and Types of Play**

This task is designed to assess your understanding and knowledge of the importance of play; the types of play that children may choose; the benefits of play; and the rights of children to play.

You are required to:

- Take part in a discussion and using material provided by the tutor identify and define what play is and how the child's right to play is recognised in our society.
- Discuss the child's right to choose play freely.
- Identify the effects of play deprivation from examples provided by tutor and/or from your own practice. These examples should be noted during or after the discussion.

If you are using examples from your own practice you should ensure that all issues relating to confidentiality are addressed.

For your assessment

Produce a chart showing different types of play. Mark on the chart the benefits of these types of play to a child's development and learning and identify the effects of play deprivation.

The chart should be individually produced and should clearly identify different types of play. You should annotate the chart to indicate, for each type of play included, the benefits of this type of play to the child's development and learning. You should also annotate the chart to provide examples of the effects of play deprivation. The information on the chart should be correctly spelt and legible.

This task assesses Learning Outcomes 1, 2 and 3.

TASK B Play and Play Provision

Observed Discussion/Written Notes : Play Provision

This task is designed to assess your understanding of the key Playwork Assumptions and Values and how these underpin good practice in play provision. You should refer to the material provided by the SPRITO Playwork Unit for this task.

You are required to:

1. Participate in a discussion to identify the core Playwork Assumptions.
2. Provide your own list of the key playwork values.
3. Provide two examples from playwork practice (if possible from your own work setting) showing the following:
 - How playwork values underpinned your practice in play provision e.g. child's freedom to choose play, how individuality and diversity was respected.
 - How equality of opportunity and inclusion was promoted for children with a disability, disadvantage or diversity of culture.

You will be assessed through your list of playwork values and written examples and by tutor observation. The list can be handwritten or word-processed and should contain accurate spelling, punctuation and grammar.

The written examples should be approximately 250 words in length each and may be handwritten or word-processed legibly. Remember to consider issues of confidentiality in the presentation of your examples.

This task assesses Learning Outcomes 4, 5 and 6 of the unit.

TASK C Play and Play Provision

Written Assessment: Play in the Playwork Setting

This assessment task may also be used as evidence towards the Unit: The Role of the Playworker.

This task is designed to assess your understanding of good practice in the provision of play opportunities for children in the playwork setting. It should provide the opportunity for you to reflect on your practice and to discuss key values and assumptions in your provision of play opportunities and to evaluate your role as a playworker.

You are required to provide at least two play opportunities in the playwork setting and write these up as follows:

- The types of play that were offered and the benefits to the child / children.
- How the resources used enabled all children to participate.
- How children were encouraged to choose freely the play opportunity.
- How you worked co-operatively with the child / children.
- How you offered risk and challenge in at least one of the play opportunities.
- How you ensured the safety of the child / children.
- The human and physical resources you used to provide a rich and stimulating environment.

Your role as a Playworker:

- For each of the play opportunities you have provided and written up, provide a reflection on your role as playworker in providing play opportunities and stimulating play environments.

The written examples provided should be approximately 300 – 400 words each in length (total maximum 800 words). They may be hand-written or word-processed and should be legible. You should remember issues of confidentiality in your examples.

The written examples should be accompanied by a witness statement, or signed observation sheet from an appropriate worker at your workplace, stating that you were responsible for the provision of the two play opportunities about which you have written. This task assesses Learning Outcomes 2, 7 and 8 in the unit.

TASK D Play and Play Provision
Presentation: Inclusion and Equal Opportunities

This task requires you to reflect on your strategies for inclusion and equal opportunities, and to consider how resources can be used to support these strategies in practice.

You are required to give a presentation showing how inclusion and equal opportunities were promoted for a child/children with a disability, disadvantage, or cultural/racial diversity in your play provision. Ensure that you talk about the resources that were used and how these supported inclusion and equal opportunities.

Your presentation should be approximately five minutes long, and should be structured to cover the objectives of the task. You may give the presentation to a group, pair or on an individual basis according to tutor guidance. You will be assessed through tutor observation and your own self assessment.

This task assesses Learning Outcomes 3, 6, 7 and 8.

LEARNER SELF ASSESSMENT SHEET

Name:	Date:
Qualification Title:	Code:
Unit Title:	Code:
Assessment Activity	

1. What were the key learning objectives of the assessment/activity?	
2. Which of these do you think you understood/covered well during the assessment/activity?	
3. Are there specific topics/issues from the assessment/activity that you need more knowledge/understanding about? List them.	
4. Reflect on how you can ensure you develop your knowledge and understanding of these topics and note down actions needed.	
5. How well did you present your assessment? Note any areas of your presentation which could be improved. Outline how you might achieve this.	
Add any other thoughts on your performance here.	

TUTOR OBSERVATION SHEET

Qualification Title:	Code:
Unit Title:	Code:
Task Identifier:	

Participant Name	Active/Passive participant	Identifies relevant key points (minimum 2)	Relates key points to practice with one example (minimum 2)	Relates own role to issue at least twice	Notes

Tutor/s Name:	
Tutor/s Signature:	Date:

ACHIEVEMENT CRITERIA

Qualification Title: NOCN Level Two Award in Playwork

Unit Title: Play and Play Provision **L/101/5434**

Unit Status: Compulsory

Task	Achievement Criteria
<p>TASK A Chart: Importance and Types of Play</p>	<ul style="list-style-type: none"> • Produces a clear and relevant chart showing a range of types of play. • Annotates the chart clearly and appropriately. • Clearly indicates the benefits of different types of play. • Addresses issues of confidentiality where relevant. • Uses accurate spelling, grammar and punctuation.
<p>TASK B Observed Discussion/Written Notes: Play Provision</p>	<ul style="list-style-type: none"> • Participates in a discussion to identify core Playwork assumptions. • Produces a list of playwork values. • Produces list as a handout or on flip chart and makes clear reference to Playwork Assumptions and Values. • Produces two written examples which identify good practice. • Reflects on the application of playwork values/assumptions in examples given.

Task	Achievement Criteria
<p>TASK C Reports: Play in the Playwork Setting</p>	<ul style="list-style-type: none"> • Produces two written reports of provision of play opportunities in a playwork setting. The examples must demonstrate: <ul style="list-style-type: none"> - The type of play provided for children to choose, and the benefits to the child. - How the learner co-operated with the children. - How one of the play opportunities offered risk and challenge. - How the safety aspects were covered. - The resources used and how they enabled all children to participate. - The role of the learner. - Evaluation of the play provision. - Reflection on the role of the playworker. - Accurate spelling, grammar and punctuation and structured format. <p>The written examples should be accompanied by a signed witness statement.</p>
<p>TASK D Presentation: Inclusion and Equal Opportunities</p>	<ul style="list-style-type: none"> • Presents an effective five minute presentation to a group, pair or on individual basis. • Describes clearly the type of play provided. • Explains how the learner/playworker ensured inclusion and equal opportunities for child/children with a disability, disadvantage or cultural/racial diversity. • Describes the resources that were used and how these supported the inclusion, human and/or physical. • Reflects on his/her strategies for inclusion and equal opportunities.

**UNIT TITLE: The Role of the Playworker
R/101/5435**

LEVEL: Two

10 HOUR CREDIT VALUE: 3

UNIT STATUS: Compulsory

This unit aims to:

- Identify the role of the playworker in creating stimulating play environments.
- Identify the role of the playworker in providing appropriate play choices.
- Raise awareness of the role of the playworker in co-operating with the child and recognising the principle of 'low intervention'.
- Raise awareness of the role of the playworker in building relationships with children, parents/carers and the community.
- Raise awareness of the importance of developing effective communications and responsiveness as a playworker.

UNIT TITLE:**The Role of the Playworker R/101/5435****LEVEL:****Two****10 HOUR CREDIT VALUE:****3****UNIT CODE:****PT42QQ001**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner should be able to:	The learner has achieved this outcome because s/he can:
1. Understand the role of the playworker in creating a stimulating environment for children's play.	1.1 Explain the role of the playworker in providing a rich, stimulating environment for children's freely chosen play. 1.2 Explain the role of the playworker in providing access to new play experiences for children.
2. Recognise the importance of the principle of 'low intervention'.	2.1 Identify the role of the playworker in allowing children to explore and develop their own ideas through play. 2.2 Explain how the principle of 'low intervention' promotes children's development and freedom.
3. Recognise the importance of working with children to develop the play environment.	3.1 Describe how the playworker can work with children to develop the play environment. 3.2 Give an example from your own practice of how a play environment was developed co-operatively and included all children. 3.3 Create play choices that include active, physical, adventurous and risky play activities. 3.4 Identify human and physical resources that support these play choices and ensure inclusion for all children.
4. Understand the role of the playworker in managing risk.	4.1 Explain the role of the playworker in managing risk. 4.2 Discuss how policy/ies can help in making distinctions between acceptable and unacceptable risks. 4.3 Explain how low-level supervision can provide a sense of security and aid in managing risk.
5. Understand the importance of building lasting relationships with children, parents/carers and the community.	5.1 Discuss the benefits of building significant relationships with children, parents/carers and the community. 5.2 Give examples from your own practice of how positive relationships were developed. 5.3 Reflect on your own role as a member of a team in building relationships.
6. Understand the importance of communication and responsiveness to the role of playworker.	6.1 Identify how effective communication can promote positive relationships with children, parents/carers. 6.2 Discuss the importance of 'responsiveness' for a playworker in meeting the needs of the child. 6.3 Identify how the playworker may need to act as a custodian or advocate for children and their play space and how effective communication can enable this process.

BENCHMARK ASSESSMENT

Qualification Title: NOCN Level Two Award in Playwork

Unit Title: The Role of the Playworker R/101/5435

Unit Status: Compulsory

Introduction

The Benchmark Assessment for this unit is a tool to support standardisation in internally set and marked assessments. Centre devised and marked assessments for this unit are to be benchmarked against this published benchmark. Actual assessments will be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

This unit aims to assess the learner's:

- Understanding of the role of the playworker in creating stimulating play environments.
- Understanding of the role of the playworker in providing appropriate play choices.
- Knowledge of the role of the playworker in:
 - Co-operating with the child and recognising the principle of 'low intervention'.
 - Building relationships with children, parents/carers and the community.
- Understanding of the importance of developing effective communications and responsiveness as a playworker.

Three assessment tasks are used in the Benchmark Assessment for this unit, The Role of the Playworker. However, fewer or more tasks may be set as long as all the learning outcomes for the unit are assessed through the tasks.

The tasks are intended to assess the learner's understanding and awareness of their role as a playworker in providing safe and stimulating play environments, but also as a "significant adult" in children's lives. It is also intended to assess an understanding of the importance of building relationships and using effective communication in their role.

TUTOR GUIDANCE

TASK	EVIDENCE	PRESENTATION
Task A Completion of written assessment/Observation based on LO 2, 3 and 4. Topic - Play in the Playwork Setting	<ul style="list-style-type: none"> • Written examples/Tutor marked • Witness Statement 	Two case studies (300-400 words each) Signed Witness Statement
Task B Role Play based on LO 5 and 6 Topic - Effective Communication	<ul style="list-style-type: none"> • Tutor Observation Sheet • Presentation notes 	Structured notes Prepared observation sheet
Task C Completion of written assessment//Observation based on LO 5 and 6. Topic - Building Relationships	<ul style="list-style-type: none"> • Written action points/ Tutor marked • Tutor Observation Sheet 	Written action points Prepared observation sheet

TASK A

This task also assesses elements from the unit Play and Play Provision.

Learners should be given opportunities to discuss and evaluate play opportunities and how to provide rich and stimulating environments for play. Examples of how human and physical resources can enhance children's play should be given to learners. It would be useful for the learners to have the opportunity to discuss how these resources enable all children and in particular those children with disadvantages or disabilities, to participate in the play opportunity. It would also be useful to examine the way that the child should be at the centre of the process and how such play opportunities empower children. The role of the playworker is clearly crucial in this process and the opportunity to examine and evaluate this role, through discussion and/or case studies and examples from practice should be given.

The role of the playworker in providing play opportunities in co-operation with the children should be examined either through examples from practice or case studies. Practical tasks and role-plays may also be useful.

TASK B

Preparation for the role play could include discussion of ways of responding to a child/ children's confidences and 'opening up'. Discussion of communication strategies and appropriate ways of communicating with a child should take place. Examples of the role of the playworker in children's lives can be discussed.

TASK C

Preparation for this task could be the consideration of examples of relationship building from case studies, or the learners' or other's practice. Consideration of team-working and the role of the playworker in this needs to be examined. The tutor should provide a framework for structuring the discussion to enable all the group to participate. Communication strategies should be considered to achieve effective partnership/ relationship building.

A tutor observation sheet for discussion and role-play observation and a learner self-assessment sheet are included for standardisation purposes.

ASSESSMENT TASKS

Qualification Title: NOCN Level Two Award in Playwork

Unit Title: The Role of the Playworker R/101/5435

Unit Status: Compulsory

Learners must complete all **three** tasks

TASK A The Role of the Playworker **Written Assessment: Play in the Playwork Setting**

This task will also be used as evidence towards the Unit: Play and Play Provision.

This task is designed to assess your understanding of good practice in the provision of play opportunities for children in the playwork setting. It should provide the opportunity for you to reflect on your practice and to discuss key playwork values and assumptions in your provision of play opportunities as well as evaluating your role as a playworker.

You are required to provide at least two play opportunities in the playwork setting and write these up as follows:

- The types of play that were offered, and the benefits to the child/children.
- How the resources used enable all children to participate.
- How children were encouraged to freely choose the play opportunity.
- How you worked co-operatively with the child/children.
- How you offered risk and challenge in at least one of the play opportunities.
- How you ensured the safety of the child/children.
- The human and physical resources you used to provide a rich and stimulating environment.

Your role as a Playworker:

- For each of the Play Opportunities you have provided and written up, provide a reflection on your role as playworker in providing play opportunities and stimulating play environments.

The written examples provided should be approximately 300 – 400 words in length each (total maximum 800 words). They may be hand-written or word-processed and should be legible. You should take cognisance of issues of confidentiality in your examples.

The written examples should be accompanied by a witness statement, or signed observation sheet from an appropriate worker at your workplace, stating that you were responsible for the provision of the two play opportunities about which you have written. This task assesses Learning Outcomes 2, 3 and 4 of the unit.

TASK B The Role of the Playworker

Role Play : Effective Communication

This task is designed to assess your understanding of ways of responding to a child/children and to discuss your role as a potentially 'significant adult' to these children. It will also allow you to consider the importance of effective communication and allowing the child/children the right to speak.

Role Play

A child or children 'opens up' to you as a playworker about for example:-

- Bullying
- A situation at home (positive or negative)
- Peer-pressure encouraging the child to do something anti-social or illegal
- A joyful event – holiday, party, new baby
- An issue connected to 'growing-up'

In your role-play explore ways that you could respond, ensuring each person has the opportunity to take the role of the playworker. After the role-play, take notes about the ways that the 'play-worker' responded and consider the communication strategies used.

The notes from this task and your tutor's observation of the task will form evidence for assessment. The notes can be produced informally, or word-processed. Key points must be clear and the notes well structured.

This task assesses Learning Outcomes 5 and 6 of the unit.

TASK C The Role of the Playworker

Discussion/Action Points: Building Relationships

This task assesses your ability as a playworker to build relationships with children, parents/carers and the community, and to consider the importance of working as part of a team.

You are required to discuss with a small group a team strategy for dealing with **one** of the following, and produce brief action points for the team:

Either: At your playwork setting there have been a number of incidents that have caused concern to some parents/carers and local residents. How could a positive outcome be reached by you and your colleagues?

You may use incidents from your own practice if you wish, bearing in mind the issues of confidentiality.

Or At your playwork setting you and fellow workers are concerned about the lack of involvement of the children and the community. How could you and your colleagues tackle this?

You can use examples from your own practice, bearing in mind issues of confidentiality.

You are required to produce a set of brief action points as a result of your discussion.

The action points can be hand-written or word-processed and can be produced as a result of group discussion on flip chart for example. The Action Points should be legible and clear. You will be assessed through the notes **and** your tutor's observation of your discussions.

This task assesses Learning Outcomes 5 and 6 of the unit.

LEARNER SELF ASSESSMENT SHEET

Name:	Date:
Qualification Title:	Code:
Unit Title:	Code:
Assessment Activity	

1. What were the key learning objectives of the assessment/activity?	
2. Which of these do you think you understood/covered well during the assessment/activity?	
3. Are there specific topics/issues from the assessment/activity that you think you need more knowledge/understanding about? List them.	
4. Reflect on how you can ensure you develop your knowledge and understanding of these topics and note down actions needed.	
5. How well did you present your assessment/activity? Note any areas of your presentation which could be improved and outline how you might achieve this.	
Add any other thoughts on your performance here.	

TUTOR OBSERVATION SHEET

Qualification Title:	Code:
Unit Title:	Code:
Task Identifier:	

Participant Name	Active/Passive participant	Identifies relevant key points (minimum 2)	Relates key points to practice with one example (minimum 2)	Relates own role to issue at least twice	Notes

Tutor/s Name:	
Tutor/s Signature:	Date:

ACHIEVEMENT CRITERIA

Qualification Title: NOCN Level Two Award in Playwork

Unit Title: The Role of the Playworker **R/101/5435**

Unit Status: Compulsory

Task	Achievement Criteria
<p>TASK A Report/Observation: Play in the Playwork Setting</p>	<ul style="list-style-type: none"> • Produces two written reports of learner's provision of play opportunities in a playwork setting, which demonstrate: <ul style="list-style-type: none"> – The types of play that were offered for children to choose, and the benefits to the child/children. – How the learner co-operated with the children. – How one of the play opportunities offered risk and challenge. – How the learner ensured the safety of the child/children. – The resources used and how they enabled all children to participate. – Evaluation of the play provision. – Reflection on the role of the playworker in providing play opportunities and stimulating play environments. – Accurate spelling, grammar and punctuation and structured format. <p>The written examples should be accompanied by a witness statement or signed observation sheet from an appropriate worker at the learner's workplace, stating that the learner was responsible for the provision of the two play opportunities about which s/he has written.</p>

Task	Achievement Criteria
<p>TASK B Role play: Effective Communication</p>	<p>The role-play and notes should demonstrate:</p> <ul style="list-style-type: none"> • Understanding of the importance of responding to children's need. • Understanding of the importance of listening to the child/children. • Identification of the role of the playworker as 'significant adult', 'advocate' for the child/children. • Effective communication strategies and communication skills. • Clarity of response. • Effective use of examples from practice. • Ability to select key points.
<p>TASK C Discussion/Action Points: Building Relationships</p>	<ul style="list-style-type: none"> • Contributes effectively to a group discussion in order to develop a strategy for dealing with a chosen situation. • Produces brief but appropriate action points for the team to deal with the chosen situation. • The discussion and the action points should demonstrate: <ul style="list-style-type: none"> – Understanding of the importance of team working. – Identification of the needs of the children, parents/ carers and the community. – Understanding of the role of the playworker. – Reflection on own role. – Effective use of examples from practice. – Clear and concise action points. • The learner will also be assessed through the tutor's observation of participation in discussion.

EXTERNAL ASSESSMENT

Following completion of the three units within the qualification, the learner is required to produce a structured piece of writing of approximately 500 words. The task is based on the planning of an event/project involving children's play.

Completion of the external assessment will require:

- The application of knowledge and understanding gained from the units.
- The application of communication skills appropriate to the task.
- The logical presentation of ideas and proposals.
- The justification of ideas and proposals.
- Evidence that key principles and practice are realistically linked.

Further details are given in the External Assessment Pack for Centres.