

Qualification Handbook

BIIAB Level 5 Diploma in Playwork (NVQ)

601/8015/8

Version 2

**BIIAB Level 5 Diploma
in Playwork (NVQ)**



Version and date	Change, alteration or addition	Section
Version 2 January 2018	Updated handbook throughout to remove reference to "QCF"	
	Updated RoC with TQT figures	Rules of Combination

Table of Contents

1. About the BIIAB Level 5 Diploma in Playwork (NVQ)	3
2. Objective and Purpose of this Qualification	3
3. About this Handbook	4
4. BIIAB Customer Service	4
5. What are Rules of Combination (ROC)?	5
6. BIIAB Level 5 Diploma in Playwork (NVQ) Rules of Combination (ROC) and Structure	6
7. Age Restriction.....	7
8. Entry Requirements and Progression	7
9. Assessment	8
10. Initial Assessment and Induction.....	13
11. Resources.....	13
12. Design and Delivery	14
13. Format of Units	15
14. Initial Registration.....	16
15. Qualification Review and Feedback.....	17
16. Mandatory Units	17

BIIAB Level 5 Diploma in Playwork (NVQ)



1. About the BIIAB Level 5 Diploma in Playwork (NVQ)

BIIAB is regulated to deliver this qualification by Ofqual and CCEA Regulations in England and Northern Ireland respectively. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 5 Diploma in Playwork (NVQ)	601/8015/8

2. Objective and Purpose of this Qualification

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge and skills required to work effectively and flexibly within playwork at level 5.

The primary purpose of the qualification is to confirm occupational competence as a Playworker/Senior Playworker. This qualification does not form part of an apprenticeship but has value as a stand-alone qualification.

Due to constant regulatory, policy and funding changes users are advised to check this qualification is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

3. About this Handbook

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (ROC). The ROC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (eg Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and GLH
- Any barred units (units that cannot be taken together as part of the qualification)

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 5 Diploma in Playwork (NVQ) Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 5 Diploma in Playwork (NVQ) learners must gain a total of **60** credits. This **must** consist of:

- **Minimum total** credit: 60
- Mandatory group A **minimum** credit: 60
- A **minimum of 34** credits **must** be achieved through the completion of units at **Level 5** and above
- GLH: 381
- TQT: 600

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group A

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
PW42	A/502/9158	Understand the principles and theories underpinning playwork provision	9	4	60	Portfolio
PW43	R/502/9165	Understand how to work with colleagues and other key partners to develop an organisational framework for children and young people's play	6	4	35	Portfolio
PW44	Y/502/9166	Understand how to develop, manage and review operational plans for play provision	7	5	45	Portfolio
PW45	D/502/9167	Understand how to establish and develop working relationships to support children and young people's play	3	4	21	Portfolio
CA138	A/601/1429	Engage in personal development in health, social care or children's and young people's settings	3	3	10	Portfolio

BIIAB Level 5 Diploma in Playwork (NVQ)



Mandatory Group A (cont.)

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
PW46	H/502/9168	Understand how to research, design and facilitate possibilities for children and young people's self-directed play	8	5	50	Portfolio
PW47	K/502/9169	Work with colleagues and other partners to develop an organisational framework for play	7	5	50	Portfolio
PW48	J/502/9194	Develop, manage and review operational plans for play provision	6	5	40	Portfolio
PW49	A/502/9192	Establish and develop working relationships to support children and young people's play	5	4	30	Portfolio
PW50	F/502/9193	Research, design and facilitate possibilities for children and young people's self-directed play	6	5	40	Portfolio

7. Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- 18+
- 19+.

8. Entry Requirements and Progression

There are no entry requirements for this qualification, but ideally, learners should be existing Playworkers who have a wide knowledge and understanding of children and young people and an in-depth appreciation of playwork principles and practice. Learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the opportunity to demonstrate competence in order to work effectively within playwork at this level. This qualification is the highest vocational qualification currently available in playwork. It will also allow for a number of progression routes into other areas of learning, for example, those who want to continue their learning could consider undertaking the following qualification:

- 601/4602/3 BIIAB Level 5 NVQ Diploma in Management and Leadership

9. Assessment

Overview of Assessment Strategy

The qualification contains competence units. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor. Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

BIIAB Level 5 Diploma in Playwork (NVQ)



Assessment Strategy

All assessment for this qualification must adhere to the current SkillsActive assessment strategy for active leisure, learning and well-being and to the annex to the assessment strategy specific to this qualification which is the 'SkillsActive Evidence Requirements and Assessment Guidance Level 5 Diploma in Playwork (NVQ)'. While BIIAB has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current SkillsActive designed assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor/s and verifier/s delivering, quality assuring and certificating the qualification. Centres should also refer to the full strategy and annex available from the Sector Skills Council SkillsActive.

Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

Assessors - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must**:

- hold an appropriate qualification, as specified by SkillsActive, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by SkillsActive. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.

BIIAB Level 5 Diploma in Playwork (NVQ)



- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

Internal Quality Assurer (IQA) - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA's.

IQAs must:

- hold an appropriate qualification, as specified by SkillsActive, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by SkillsActive. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in the workplace.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

External Quality Assurer (EQA) - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs must:

- hold an appropriate qualification as specified by SkillsActive, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by SkillsActive. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by

BIIAB Level 5 Diploma in Playwork (NVQ)



a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.

- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

SkillsActive and BIIAB require all assessors, moderators and verifiers to maintain current competence to deliver these functions. BIIAB recognises this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

In addition to these requirements Assessors, IQAs and EQAs should meet the following:

Required criteria:

1. Have worked with children and young people as a Playworker in settings underpinned by the Playwork Principles.
2. Demonstrate Playwork experience, knowledge and skills required to make accurate judgements about others' competence.
3. Have knowledge and understanding of, and commitment to, the Playwork Principles.
4. Have actively and consistently participated in a process of current and relevant continuous professional development to keep up to date with best Playwork practice.

Desirable criteria;

1. A relevant and nationally recognised Playwork training course or qualification. Or an action plan to achieve such.

BIIAB require all assessors, moderators and verifiers to maintain current competence to deliver these functions. BIIAB recognises this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

BIIAB Level 5 Diploma in Playwork (NVQ)



- A holistic approach towards the collection of evidence for qualifications is encouraged. The focus should be assessing activities generated in the workplace, through naturally occurring evidence, rather than focusing on specific tasks.
- Taken as a whole, the evidence must show the learner meets all learning outcomes and assessment criteria across a range of circumstances consistently, over a period of time.
- It is imperative that the learner is not placed under more, or less, pressure than found normally in the workplace during assessment.

Simulation

- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE **must** provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Further guidance on the use of simulation is contained within the table 'Unit-by-Unit Evidence Requirements and Assessment Guidance' within the SkillsActive Evidence Requirements and Assessment Guidance Level 5 Diploma in Playwork (NVQ)' available from SkillsActive.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence

BIIAB expects most appeals from learners to be resolved within the centre. BIIAB will only consider a learners appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to www.biiab.org

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Resources

BIIAB provides the following additional resources for this qualification:

- Assessment Knowledge Modules (AKM)
- Evidence matrices for the competence units
- a Learner Summative Reflection
- Access to the units

All of these resources are available for download via The Hub on centrezone.bii.org.

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via centrezone.bii.org

Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

12. Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

13. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

BIIAB Level 5 Diploma in Playwork (NVQ)



Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

14. Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezon.bii.org/thehub/apprenticeships/qadocuments>.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezon.bii.org/thehub/apprenticeships/qadocuments>.

15. Qualification Review and Feedback

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be reviewed and revised to ensure the approach remains appropriate and that it is fit for purpose.

16. Mandatory Units

The following units are mandatory for this qualification. There are no optional units.

Unit Title	Understand the principles and theories underpinning playwork provision	
BIIAB Reference	PW42	
Level	4	
Credit Value	9	
GLH	60	
Unit Reference No.	A/502/9158	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the role and value of play to children and young people	1.1	Explain the need for children and young people to engage in freely chosen, intrinsically motivated, self-directed play
	1.2	Evaluate the short and long term benefits of play to children and young people
	1.3	Evaluate what is meant by play being 'freely chosen, personally directed and intrinsically motivated' in the context of organised play provision
	1.4	Review the contribution of the United Nations Convention on the Rights of the Child in relation to play provision
2 Understand the theories that underpin effective playwork provision	2.1	Explain the context for assumptions, values and principles and their evolution
	2.2	Critically compare different playwork theories and models
	2.3	Explain the contribution of other disciplines, such as psychology, biology, and sociology to our understanding of children and young people's play
	2.4	Evaluate conflicting concepts of play provision, for example socialisation, education, protection, and compensation
	2.5	Compare the strengths and weaknesses of different strategies to risk management in relation to children and young people's play
3 Understand the role of the playwork organisation in supporting children and young people's play	3.1	Explain the importance of an organisational framework for supporting children and young people's play
	3.2	Explain how playwork theory should underpin an organisational framework for children's and young people's play
	3.3	Analyse the roles of different organisations in the context of integrated services and their impact on play provision
	3.4	Explain the role of the playwork organisation as an advocate for play
	3.5	Critically compare different methods a playwork organisation can use to support children and young people's play
	3.6	Evaluate how a playwork organisation should balance the needs and rights of individual children and young people with the needs and rights of others

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Understand how to work with colleagues and other key partners to develop an organisational framework for children and young people's play PW43 4 6 35 R/502/9165	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the importance of an organisational framework for children and young people's play provision	1.1 1.2 1.3	Explain the importance of playwork organisations having values, policies and procedures Evaluate how organisational values, policies and procedures can uphold children and young people's rights and opportunities for play Explain the importance of a playwork organisation developing playwork policy and practice
2 Understand how to research the social, economic, political, legal and ethical context in which a playwork organisation operates	2.1 2.2 2.3	Explain why it is important for playwork organisations to understand the social, economic, political, legal and ethical context in which they operate Explain how to access relevant sources of information on the social, economic, political, legal and ethical context in which a playwork organisation operates Explain how to make use of information on the social, economic, political, legal and ethical context in which a playwork organisation operates
3 Understand how to research aspects of playwork practice relevant to an organisation's provision	3.1 3.2 3.3	Explain why it is important for playwork organisations to constantly review playwork practice in relation to the context in which they operate Explain how to access relevant sources of information on playwork practice, including strategies relating to: <ul style="list-style-type: none"> •adult intervention •care and safeguarding •inclusion •risk management •behaviour management •for managing transitions Explain how to make use of information on contemporary playwork practice in relation to the context in which a playwork organisation operates

Unit Title	Understand how to work with colleagues and other key partners to develop an organisational framework for children and young people's play	
BIIAB Reference	PW43	
Level	4	
Credit Value	6	
GLH	35	
Unit Reference No.	R/502/9165	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
4 Understand how to work with colleagues, children, young people and other key partners to develop playwork policy and practice	4.1	Explain the importance of working with colleagues, children, young people and other key partners, when developing playwork policies and practice
	4.2	Explain how to identify key partners to work with on developing playwork policies and practice
	4.3	Explain how to review a playwork organisation's current framework in the light of research findings
	4.4	Evaluate different methods of consulting with colleagues, children, young people and other key partners on developing playwork policy and practice
	4.5	Evaluate different methods of influencing policy and practice within a playwork organisation

Unit Title	Understand how to develop, manage and review operational plans for play provision	
BIIAB Reference	PW44	
Level	5	
Credit Value	7	
GLH	45	
Unit Reference No.	Y/502/9166	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand how to develop operational plans for play provision	1.1	Summarise the principles and methods of operational planning in a playwork context
	1.2	Explain how to identify key targets and outcomes for playwork operational planning
	1.3	Summarise the principles and methods of negotiating operational plans with colleagues
	1.4	Explain how to identify, quantify and allocate the resources needed for a playwork operational plan
	1.5	Explain how to identify the resources needed to ensure the inclusion of children who traditionally experience barriers to play provision
	1.6	Summarise the principles and methods of consultation within a playwork organisation
2 Understand how to manage operational change in playwork provision	2.1	Summarise the principles and methods of change management
	2.2	Explain how to communicate issues relating to change, to colleagues in a playwork organisation
	2.3	Explain the importance of empowering teams and individuals to contribute to the change process
	2.4	Describe the types of obstacles to change that may occur in a playwork organisation
	2.5	Explain strategies that may be used to overcome obstacles to change within a playwork organisation
	2.6	Explain the types of support that colleagues in a playwork organisation may need during periods of change
3 Understand how to implement organisational values, policies and procedures within the operational plan	3.1	Explain the importance of communicating policies, procedures and values to colleagues in a playwork organisation
	3.2	Explain how to ensure that colleagues are able to implement policies, procedures and values in a playwork organisation
	3.3	Explain the types of behaviour that should be modelled to support playwork policies and values
	3.4	Describe the types of words, behaviour and actions that would run counter to playwork policies and values
	3.5	Explain how to address words, behaviour and actions that run counter to playwork policies and values

Unit Title	Understand how to develop, manage and review operational plans for play provision	
BIIAB Reference	PW44	
Level	5	
Credit Value	7	
GLH	45	
Unit Reference No.	Y/502/9166	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
4 Understand how to review operational plans for play provision	4.1	Summarise the principles and methods of monitoring and evaluation in a playwork context
	4.2	Explain different methods of analysing information collected whilst monitoring operational plans
	4.3	Explain how to adjust operational plans in response to monitoring and evaluation

Unit Title	Understand how to develop, manage and review operational plans for play provision	
BIIAB Reference	PW45	
Level	5	
Credit Value	7	
GLH	45	
Unit Reference No.	Y/502/9166	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand how to develop operational plans for play provision	1.1	Summarise the principles and methods of operational planning in a playwork context
	1.2	Explain how to identify key targets and outcomes for playwork operational planning
	1.3	Summarise the principles and methods of negotiating operational plans with colleagues
	1.4	Explain how to identify, quantify and allocate the resources needed for a playwork operational plan
	1.5	Explain how to identify the resources needed to ensure the inclusion of children who traditionally experience barriers to play provision
	1.6	Summarise the principles and methods of consultation within a playwork organisation
2 Understand how to manage operational change in playwork provision	2.1	Summarise the principles and methods of change management
	2.2	Explain how to communicate issues relating to change, to colleagues in a playwork organisation
	2.3	Explain the importance of empowering teams and individuals to contribute to the change process
	2.4	Describe the types of obstacles to change that may occur in a playwork organisation
	2.5	Explain strategies that may be used to overcome obstacles to change within a playwork organisation
	2.6	Explain the types of support that colleagues in a playwork organisation may need during periods of change
3 Understand how to implement organisational values, policies and procedures within the operational plan	3.1	Explain the importance of communicating policies, procedures and values to colleagues in a playwork organisation
	3.2	Explain how to ensure that colleagues are able to implement policies, procedures and values in a playwork organisation
	3.3	Explain the types of behaviour that should be modelled to support playwork policies and values
	3.4	Describe the types of words, behaviour and actions that would run counter to playwork policies and values
	3.5	Explain how to address words, behaviour and actions that run counter to playwork policies and values

Unit Title	Understand how to develop, manage and review operational plans for play provision	
BIIAB Reference	PW45	
Level	5	
Credit Value	7	
GLH	45	
Unit Reference No.	Y/502/9166	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
4 Understand how to review operational plans for play provision	4.1	Summarise the principles and methods of monitoring and evaluation in a playwork context
	4.2	Explain different methods of analysing information collected whilst monitoring operational plans
	4.3	Explain how to adjust operational plans in response to monitoring and evaluation

Unit Title	Engage in personal development in health, social care or children's and young people's settings	
BIIAB Reference	CA138	
Level	3	
Credit Value	3	
GLH	10	
Unit Reference No.	A/601/1429	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand what is required for competence in own work role	1.1	Describe the duties and responsibilities of own work role
	1.2	Explain expectations about own work role as expressed in relevant standards
2 Be able to reflect on practice	2.1	Explain the importance of reflective practice in continuously improving the quality of service provided
	2.2	Demonstrate the ability to reflect on practice
	2.3	Describe how own values, belief systems and experiences may affect working practice
3 Be able to evaluate own performance	3.1	Evaluate own knowledge, performance and understanding against relevant standards
	3.2	Demonstrate use of feedback to evaluate own performance and inform development
4 Be able to agree a personal development plan	4.1	Identify sources of support for planning and reviewing own development
	4.2	Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities
	4.3	Demonstrate how to work with others to agree own personal development plan
5 Be able to use learning opportunities and reflective practice to contribute to personal development	5.1	Evaluate how learning activities have affected practice
	5.2	Demonstrate how reflective practice has led to improved ways of working
	5.3	Show how to record progress in relation to personal development

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Unit Title	Understand how to research, design and facilitate possibilities for children and young people's self-directed play	
BIIAB Reference	PW46	
Level	5	
Credit Value	8	
GLH	50	
Unit Reference No.	H/502/9168	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
3 Understand how to interact with children and young people during self-directed play	3.1	Explain why it is important for children and young people to choose and explore play spaces for themselves
	3.2	Describe the types of support a playworker may need to be aware of when with children and young people who are playing
	3.3	Describe the mood descriptors associated with children and young people's play and how to recognise these
	3.4	Explain why it is important to leave the content and intent of play to the children and young people involved
	3.5	Define the main stages of the play cycle
	3.6	Define a play frame
	3.7	Explain how to identify play cues
	3.8	Explain how and when to respond to a play cue
4 Understand how to help children and young people to manage risk during play	4.1	Explain why risk is important during children and young people's play
	4.2	Explain how to encourage children and young people to take acceptable risks during play
	4.3	Identify the particular risks that disabled children face during play
	4.4	Explain how to assist disabled children to manage risks for themselves
	4.5	Evaluate different levels of risk in the field of playwork
	4.6	Explain how child development affects children and young people's ability to manage risk

Unit Title	Work with colleagues and other partners to develop an organisational framework for play	
BIIAB Reference	PW47	
Level	5	
Credit Value	7	
GLH	50	
Unit Reference No.	K/502/9169	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to research the social, economic, political and ethical context for play provision	1.1	Research relevant and up-to-date sources of information on the social, economic, political and ethical context in which a play organisation operates
	1.2	Analyse information on the social, economic, political and ethical context in which a play organisation operates
	1.3	Identify the key social, economic, political and ethical factors that impact on play provision, including barriers to access for children and young people
	1.4	Maintain own research and evaluation on a regular basis
2 Be able to analyse the value and importance of play provision for children and young people to inform the development of an organisational framework for play	2.1	Research relevant and up-to-date sources of information on play and playwork
	2.2	Analyse information on play and playwork
	2.3	Identify the key aspects of play and playwork theory and practice as relevant to the children and young people the organisation works with, including: <ul style="list-style-type: none"> •the nature and purpose of play •play types •play resources •risk and risk management •staffing •strategies for adult intervention •strategies for care and protection •strategies for inclusion •strategies for behaviour management •strategies for managing transitions
3 Be able to consult on research findings with colleagues and key partners	3.1	Share research outcomes with relevant colleagues and key partners in a way that will stimulate informed response
	3.2	Evaluate the feedback received from colleagues and key partners
	3.3	Agree with colleagues and key partners: <ul style="list-style-type: none"> •the key social, economic, political and ethical factors that impact on play provision •the key aspects of play and playwork theory and practice that are relevant to the play provision

Unit Title	Work with colleagues and other partners to develop an organisational framework for play	
BIIAB Reference	PW47	
Level	5	
Credit Value	7	
GLH	50	
Unit Reference No.	K/502/9169	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
4 Be able to develop playwork policy and practice	4.1	Evaluate the outcomes of relevant research and consultation
	4.2	Review a playwork organisation's current framework for play and playwork
	4.3	Identify areas of organisational and playwork practice that could be improved to better address the needs of children and young people with whom the organisation works
	4.4	Develop suggestions for improving policy and practice in a way that will influence and persuade key decision makers
	4.5	Follow the organisation's procedures for developing playwork policy and practice

Unit Title	Develop, manage and review operational plans for play provision	
BIIAB Reference	PW48	
Level	5	
Credit Value	6	
GLH	40	
Unit Reference No.	J/502/9194	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to develop operational plans for play provision	1.1	Develop operational plans that reflect the strategy, policies and values of own organisation
	1.2	Set out operational targets and outcomes for playwork that include: <ul style="list-style-type: none"> •provision of play opportunities •care and protection •inclusion •marketing and promotion •partnership working
	1.3	Negotiate objectives for achieving operational targets and outcomes with individuals and teams in the organisation
	1.4	Allocate the following resources to each objective in the operational plan: <ul style="list-style-type: none"> •people •finance •facilities and equipment
	1.5	Identify the organisational changes that may be necessary to implement the operational plan
	1.6	Consult on the operational plan with colleagues and key partners

Unit Title	Develop, manage and review operational plans for play provision	
BIIAB Reference	PW48	
Level	5	
Credit Value	6	
GLH	40	
Unit Reference No.	J/502/9194	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
2 Be able to manage change in play provision	2.1	Communicate the need and benefits of the proposed change to: <ul style="list-style-type: none"> •children and young people •parents and those involved in the care of children and young people •individuals and teams in the organisation •key partners
	2.2	Encourage all those affected by change to identify the implications of that change
	2.3	Assess obstacles to the change process
	2.4	Work with those involved to develop ways of overcoming obstacles to the change process
	2.5	Communicate responsibilities to individuals and teams in relation to proposed change
	2.6	Negotiate a schedule for change with those involved
	2.7	Provide support to those involved in the change process
	2.8	Monitor progress in the change process
	2.9	Communicate progress to those involved in the change process
3 Be able to implement organisational values, policies and procedures	3.1	Communicate organisational values, policies and procedures and their importance to colleagues and key partners
	3.2	Provide an effective role model for organisational values, policies and procedures
	3.3	Monitor the implementation of organisational values, policies and procedures in own area of responsibility
	3.4	Provide support for organisational values, policies and procedures to colleagues and key partners

Unit Title	Develop, manage and review operational plans for play provision	
BIIAB Reference	PW48	
Level	5	
Credit Value	6	
GLH	40	
Unit Reference No.	J/502/9194	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
4 Be able to review operational plans for play provision	4.1	Collect information on the implementation of operational plans for play provision
	4.2	Enable feedback from colleagues and key partners on the implementation of operational plans for play provision
	4.3	Analyse information and feedback in relation to the implementation of operational plans for play provision
	4.4	Identify potential improvements to operational plans for play provision
	4.5	Consult with colleagues and key partners on potential improvements to operational plans for play provision
	4.6	Make improvements to operational plans for play provision in response to consultation feedback

Unit Title	Establish and develop working relationships to support children and young people's play	
BIIAB Reference	PW49	
Level	4	
Credit Value	5	
GLH	30	
Unit Reference No.	A/502/9192	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to build working relationships with colleagues	1.1	Initiate relationships with colleagues that help them adjust to and develop their roles and responsibilities
	1.2	Establish with colleagues mutual support for each other's roles and responsibilities
	1.3	Establish ways of communicating with colleagues
	1.4	Maintain agreements with colleagues
	1.5	Take the initiative in reviewing arrangements with colleagues
	1.6	Work with colleagues to overcome conflict
2 Be able to build working relationships with other professionals	2.1	Establish effective working relationships with other professionals relevant to own area of work
	2.2	Agree respective roles and responsibilities with other professionals
	2.3	Develop common objectives and working arrangements with other professionals
	2.4	Respect professional boundaries in relation to other professionals
	2.5	Exchange relevant information with other professionals whilst respecting requirements for confidentiality
	2.6	Maintain relationships with other professionals that reflect good practice, values and ethical requirements
	2.7	Handle disagreements and complaints involving other professionals in line with organisational procedures and professional guidelines
3 Be able to enable colleagues to reflect on playwork practice	3.1	Foster an environment in which colleagues feel able to discuss their progress and share concerns about challenges they are facing
	3.2	Actively listen to what colleagues have to say
	3.3	Enable colleagues to structure, evaluate and learn from their experiences

Unit Title	Establish and develop working relationships to support children and young people's play	
BIIAB Reference	PW49	
Level	4	
Credit Value	5	
GLH	30	
Unit Reference No.	A/502/9192	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
4 Be able to share knowledge with colleagues on playwork practice	4.1	Reflect on and learn from what others have experienced and learned themselves
	4.2	Share information and knowledge with colleagues to assist them in dealing with challenges
	4.3	Identify when the challenges that colleagues face go beyond own level of expertise
	4.4	Refer colleagues to appropriate sources of advice and support when necessary
	4.5	Facilitate others to share their experiences more widely to improve provision

Unit Title	Research, design and facilitate possibilities for children and young people's self-directed play	
BIIAB Reference	PW50	
Level	5	
Credit Value	6	
GLH	40	
Unit Reference No.	F/502/9193	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
3 Be able to interact with children and young people during self-directed play	3.1	Enable children and young people to interact with a range of play spaces, including: <ul style="list-style-type: none"> •for physical play •for affective play •permanent •transient
	3.2	Leave the content and intent of play to the children and young people involved
	3.3	Enable play to continue uninterrupted
	3.4	Enable children and young people to explore their own values, and develop in their own ways, through play
	3.5	Hold children and young people's play frames when necessary
	3.6	Provide a repertoire of responses to children and young people's play cues, modifying the environment and introducing new elements in ways that are sensitive to the needs of the children and young people
4 Be able to help children and young people to manage risk during play	4.1	Allow children and young people to experience and explore risk during play
	4.2	Identify hazards when they occur during play
	4.3	Assess the risks that identified hazards pose in a way that is sensitive to the nature of the children and young people involved
	4.4	Raise children and young people's awareness of hazards
	4.5	Encourage children and young people to assess and manage risk for themselves
	4.6	Balance the risks involved in play with the benefits of challenge and stimulation
	4.7	Intervene in children and young people's play when the level of risk becomes unacceptable

Notices

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Learner Summative Reflection



The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provided below and sign and date the document. Alternatively you and your assessor may wish to record your reflection on a voice recorder.

Learner Name: _____

Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

Learner Reflection

Learner Signature: _____

Date: _____

Assessor Signature: _____

Date: _____

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