

Qualification Handbook

BIIAB Level 2 Diploma in Playwork (NVQ)

601/7960/0

Version 2

Version and date	Change, alteration or addition	Section
Version 2, January 2018	Addition of optional unit PW31	Rules of Combination and Structure
	Updated throughout to remove reference to "QCF"	
	RoC updated with TQT figures	Rules of Combination

Table of Contents

1. About the BIIAB Level 2 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 2 Diploma in Playwork (NVQ) Rules of Combination (ROC) and Structure	6
7. Age Restriction	8
8. Entry Requirements and Progression	8
9. Assessment	8
10. Initial Assessment and Induction.....	13
11. Resources.....	14
12. Design and Delivery.....	15
13. Format of Units	16
14. Initial Registration	18
15. Qualification Review and Feedback	19
16. Mandatory Units	19

1. About the BIIAB Level 2 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 2 Diploma in Playwork (NVQ)	601/7960/0

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 2.

Achievement of this qualification indicates competence. Combined with Functional Skills and the BIIAB Level 2 Award in Employment Awareness in Active Leisure and Learning, this qualification is designed to make up the component parts of the Intermediate Level Apprenticeship in Playwork.

The primary purpose of the qualification is to confirm occupational competence in roles such as the 'Assistant Play Worker' / 'Play Centre Assistant'.

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or 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 quality assures 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 (e.g. 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 Guided Learning Hours (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 2 Diploma in Playwork (NVQ) Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Diploma in Playwork (NVQ) learners **must** gain a **total of 61** credits. This **must** consist of:

- **Minimum total** credit: 61
- Mandatory group A **minimum** credit: 45
- Optional unit group B **minimum** credit: 16
- A **minimum of 61** credits **must** be achieved through the completion of units at **Level 2** and above
- GLH: 437
- TQT: 610
- Total Qualification Time: 610 hours

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
PW1	H/600/9500	Playwork Principles	3	2	29	Portfolio
PW2	H/600/9514	Developing Own Playwork and Team Practice	3	2	25	Portfolio
PW3	H/600/9528	Help to Improve Own Practice and the Work of the Playwork Team	4	2	30	Portfolio
PW4	F/600/9505	Supporting Children and Young People's Play	3	2	26	Portfolio
PW5	L/600/9507	Relationships in the Play Environment	4	2	35	Portfolio
PW6	L/600/9510	The Safeguarding and Welfare of Children and Young People in the Play Environment	2	2	15	Portfolio
PW7	M/600/9502	Working within a play environment	4	2	17	Portfolio

 with children and young people

Mandatory Group A (cont.)

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
PW8	Y/600/9509	Health and safety in the Play Environment	3	2	25	Portfolio
PW9	Y/600/9526	Contribute to the Health, Safety, Security and Welfare of Children and Young People using the Play Environment	5	2	30	Portfolio
PW10	L/600/9524	Work with Children and Young People to Create Play Spaces and Support Freely Chosen Self-Directed Play	7	3	50	Portfolio
PW11	T/600/9520	Support Relationships in the Play Environment	4	3	30	Portfolio
PW12	R/600/9511	Reflective Playwork Practice	3	3	20	Portfolio

Optional Unit Group B

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
PW13	K/600/9529	Contribute to Providing Food and Drink in the Play Environment	8	2	55	Portfolio
PW14	M/600/9547	Support the Travel of Children and Young People Outside the Play Environment	13	2	80	Portfolio
PW15	Y/600/9543	Contribute to the Administration of the Play Environment	8	2	50	Portfolio
PW16	F/600/9536	Contribute to Supporting Disabled Children and Young People in the Play Environment	15	3	80	Portfolio
PW17	K/600/9532	Facilitate a Specific Play Opportunity at Children or Young People's Request	14	3	85	Portfolio
PW18	L/600/9541	Carry Out Playwork in a School Setting	11	3	65	Portfolio
PW19	T/600/9534	Support the Development of Playwork Opportunities in the Community	8	3	55	Portfolio
PW20	J/600/9540	Support Work with Parents and Carers in the Play Environment	12	3	70	Portfolio
PW31	J/602/1834	Work with Colleagues in a Playwork	10	3	65	Portfolio

7. Age Restriction

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

- 16-18
- 19+.

8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, 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. For learners who want to continue their learning at a higher level in this area the recommended progression route is to the BIIAB Level 3 Diploma in Playwork (NVQ). It also will allow for a number of progression routes into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- 601/8007/9 BIIAB Level 3 Diploma in Playwork (NVQ)
- 601/4601/1 BIIAB Level 4 NVQ Diploma in Management

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 quality assure the assessment and internal quality assurance 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.

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 2 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 quality assurer/s delivering, quality assuring and certifying 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 Quality Assurers

Learners may be assessed, moderated or quality assured at work either by one or several appointed individuals.

Assessors - The primary responsibility of an assessor is to assess learners' performance in a range of tasks and to ensure the evidence submitted by the learner 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 learners. To be able to assess learners, assessors **must**:

- hold an appropriate qualification, as specified by SkillsActive, confirming their competence to assess learners 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/quality assurer 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.
- 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 quality assuring. 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 quality assure competence-based assessments and learners. IQAs holding older qualifications **must** be able to demonstrate that they are internally quality assuring 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 quality assured, and know how they are applied in the workplace.
- demonstrate competent practice in internal quality assurance of assessment, and demonstrate understanding of the principles and practices of internal quality assurance 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 quality assurance 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 quality assuring.

EQAs **must**:

- hold an appropriate qualification as specified by SkillsActive, confirming their competence to quality assure competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are quality assuring 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 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 quality assured, and know how they are applied in business.
- demonstrate competent practice in external quality assurance of assessment, and demonstrate understanding of the principles and practices of external quality assurance of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

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 from the regulating body in England/Wales and Northern Ireland. Or an action plan to achieve such.

SkillsActive and BIIAB require all assessors, moderators and quality assurers 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 learner'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 learners. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.
- 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 2 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:

- 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.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of

attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

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://centrezone.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://centrezone.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 periodically reviewed and revised to ensure the content remains relevant, the assessment approach remains appropriate and that it remains valid and fit for purpose.

16. Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please visit centrezone.bii.org.

Unit Title	Playwork Principles	
BIIAB Reference	PW1	
Level	2	
Credit Value	3	
GLH	29	
Unit Reference No.	H/600/9500	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the nature and value of play	1.1	Describe the need for children and young people to play
	1.2	Describe how play contributes to children and young people's development
	1.3	Explain how play is a process that is "freely chosen, personally directed and intrinsically motivated"
	1.4	State the requirements of the UN Convention on the Rights of the Child in relation to play provision
2 Understand the role of the playworker in supporting children and young people's play	2.1	Describe the role of the playworker in supporting and facilitating play
	2.2	Describe the role of the playworker as an advocate for play
	2.3	Give three examples of how the playworker can support children and young people to create play spaces
	2.4	Identify the playworker's impact on the play space
	2.5	Give two examples of how children and young people's play can affect the playworker

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Developing Own Playwork and Team Practice PW2 2 3 25 H/600/9514	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
<p>1 Describe how to identify own strengths, and areas of playwork practice that need further development</p>	<p>1.1 1.2 1.3 1.4 1.5 1.6</p>	<p>Describe how to identify own strengths, and areas of playwork practice that need further development</p> <p>Describe how to identify goals and targets for own continuing development</p> <p>Outline how a playworker's colleagues and line manager can help a playworker to develop their skills and knowledge</p> <p>Identify sources of help on training and development from inside and outside a playwork organisation, including sources with inclusive and rights-based approaches to playwork</p> <p>Explain why it is important to continue to review and update personal development on a regular basis</p> <p>Identify ways of continuing to review and improve own practice</p>
<p>2 Know how to work as part of a playwork team</p>	<p>2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9</p>	<p>Explain why effective team work is important in an inclusive play environment</p> <p>Identify external organisations and staff with whom a playworker may need to develop effective team relationships</p> <p>Outline why it is important for a playworker to understand the purpose and objectives of their team</p> <p>Outline why it is important for a playworker to be clear about own role and responsibilities and those of others in the team</p> <p>Describe the importance of clear communication within a playwork team</p> <p>Identify the types of information a playworker should communicate to others in the team</p> <p>Describe how a playworker should interact effectively with other people to build an effective team</p> <p>Explain why it may be important to challenge existing practice within a playwork team and how to do so constructively</p> <p>Describe how to handle differences of opinion and conflict within the team</p>

Unit Title	Developing Own Playwork and Team Practice	
BIIAB Reference	PW2	
Level	2	
Credit Value	3	
GLH	25	
Unit Reference No.	H/600/9514	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
3 Be able to reflect on playwork practice as part of a team	3.1	Use observations of, and feedback from, children and young people to reflect on own playwork practice
	3.2	Use feedback from colleagues and parents and others to reflect on own playwork practice
	3.3	Share reflections with a team colleague to identify how own playwork practice can be adapted and developed
	3.4	Identify potential training and development routes to enhance own playwork practice
	3.5	Demonstrate effective working relationships with other team members

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Help to Improve Own Practice and the Work of the Playwork Team PW3 2 4 30 H/600/9528	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to reflect on own playwork practice	1.1 1.2 1.3 1.4	Take note of children and young people’s responses to own playwork practice Ask for constructive feedback on own playwork practice from colleagues Take note of responses to own playwork practice from other adults Evaluate all aspects of own playwork practice
2 Be able to improve own playwork practice	2.1 2.2 2.3 2.4	Work with an appropriate person to: <ul style="list-style-type: none"> • identify own strengths, and areas where playwork practice could improve • plan ways in which playwork practice could improve • identify goals and targets Take part in continuing professional development that is relevant to own goals and targets Review own personal development Identify new areas of skill and knowledge to achieve new goals and targets
3 Be able to support the work of the playwork team	3.1 3.2 3.3 3.4 3.5 3.6 3.7	Support the purpose and objectives of the team Carry out own role and responsibilities within the team Communicate clearly with line manager, team members and other professionals, making sure they have the information they need Interact with others in a way that supports good team work Identify and suggest ways in which the team could improve its work, challenging existing practice where necessary Respond to differences of opinion and conflict constructively Seek advice and support from relevant people when needed

Unit Title	Supporting Children and Young People's Play	
BIIAB Reference	PW4	
Level	2	
Credit Value	3	
GLH	26	
Unit Reference No.	F/600/9505	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the nature of freely chosen, self-directed play	1.1	Outline the characteristics of freely chosen, self-directed play
	1.2	Give examples of five play types commonly accepted by the playwork sector
	1.3	Describe what is meant by a play cue
	1.4	Describe the main stages of the play cycle
	1.5	Describe when playwork interventions may and may not be appropriate
2 Be able to support children and young people's play	2.1	Make a variety of "loose parts" available to children and young people
	2.2	Give attention to children and young people's play whilst being sensitive to own impact on the play space
	2.3	Identify play cues and returns
	2.4	Provide playful responses to play cues
	2.5	Work as a team member when supporting children and young people's play
3 Be able to reflect on own playwork practice	3.1	State the importance of reflecting on own playwork practice
	3.2	Reflect on own playwork practice
	3.3	Identify key learning points from own reflection

Unit Title	Relationships in the Play Environment	
BIIAB Reference	PW5	
Level	2	
Credit Value	4	
GLH	35	
Unit Reference No.	L/600/9507	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the role of the playworker in building and maintaining relationships with children and young people in the play environment	1.1	Describe how a playworker should relate to children and young people
	1.2	Give four examples each of 'appropriate' and 'inappropriate' behaviour by a playworker
	1.3	Give four examples of anti-discriminatory practice in a playworker's relationships with children and young people
	1.4	Give four examples of inclusive practice in a playworker's relationship with children and young people
	1.5	Give four examples of when it is important to focus on an individual child/young person rather than the group as a whole
	1.6	Give three examples of how the playworker can interact with all children and young people to support their thinking and learning
2 Understand the principles of communicating with children and young people	2.1	Describe how the different stages of child development affect the way children and young people communicate
	2.2	Explain why communication should be a two-way process
	2.3	Give three examples of different methods of communicating with children and young people
	2.4	Describe what is meant by actively listening to children and young people
	2.5	Outline the importance of making sure children and young people have understood what is being communicated
	2.6	Outline why it is important for children and young people to be able to ask questions, offer ideas and make suggestions
	2.7	Describe how to address communication challenges for children and young people with specific needs

Unit Title	Relationships in the Play Environment	
BIIAB Reference	PW5	
Level	2	
Credit Value	4	
GLH	35	
Unit Reference No.	L/600/9507	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
3 Understand how to support relationships between children and young people and others in the play environment	3.1	Outline how children and young people relate to others at different stages of their development
	3.2	Describe how play can help children and young people to develop relationships
	3.3	Describe the purpose and value of group agreements with and between children and young people
	3.4	Outline what is meant by 'individuality', 'diversity' and 'difference' as applied to people
	3.5	Outline why it is important for children and young people to appreciate individuality, diversity and difference in other people
	3.6	Outline why it is important for children and young people to understand other people's feelings and points of view
	3.7	Outline why it is important for children and young people to be able to resolve conflict for themselves
	3.8	Describe what support children and young people may require from a playworker when conflict arises
	3.9	Identify when it is appropriate to provide support to children and young people when conflict arises
4 Understand the impact of transitions on children and young people's relationships with others	4.1	Give five examples of the types of transitions that may affect children and young people's relationships with others
	4.2	Outline how transitions may affect children and young people's behaviour and relationships with others
	4.3	Describe how a playworker can offer to support children and young people who are experiencing transitions

Unit Title	The Safeguarding and Welfare of Children and Young People in the Play Environment	
BIIAB Reference	PW6	
Level	2	
Credit Value	2	
GLH	15	
Unit Reference No.	L/600/9510	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the requirements for safeguarding children and young people in a play environment	1.1	Identify national policies, guidance and procedures relevant to safeguarding children and young people's welfare
	1.2	Outline local policies, procedures and guidance in relation to safeguarding
	1.3	Describe the playworker's responsibilities in relation to national and local policies, procedures and guidance for safeguarding children and young people
2 Know about the different forms of abuse that can affect children and young people	2.1	Describe what is meant by the four types of abuse that can affect children and young people: <ul style="list-style-type: none"> • physical • emotional • sexual • neglect
	2.2	Give one example of when bullying may constitute abuse
	2.3	Identify four signs or indicators for each of the following types of abuse: <ul style="list-style-type: none"> • physical • emotional • sexual • neglect
	2.4	Describe how signs of abuse can be subtle and may be expressed in play, artwork and the way that children and young people approach relationships with other children, young people and adults

Unit Title	The Safeguarding and Welfare of Children and Young People in the Play Environment	
BIIAB Reference	PW6	
Level	2	
Credit Value	2	
GLH	15	
Unit Reference No.	L/600/9510	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
3 Know how to respond to concerns about children and young people's welfare	3.1	Describe how to observe and record concerns about possible abuse, distinguishing between: <ul style="list-style-type: none"> • observation • facts • information gained from others • opinion
	3.2	Explain the necessity of information sharing between individuals and between organisations in relation to children and young people's welfare
	3.3	Identify assessment frameworks or guidelines designed to safeguard the welfare of children and young people
	3.4	Identify where to get advice, support and further information on issues to do with safeguarding children's welfare
	3.5	Explain how assumptions, attitudes and discrimination can influence practice in relation to safeguarding children and young people
	3.6	Explain how assumptions, attitudes and discrimination prevent some children and young people from having equality of opportunity and equal protection from harm
4 Know how to maintain the welfare of children and young people in the play environment	4.1	Describe how and when to intervene when children or young people's personal hygiene is interfering with them playing with others
	4.2	Describe how and when to intervene when children or young people's hunger is affecting their ability to play
	4.3	Identify occasions when it's necessary to provide intimate personal care or assistance to a child or young person
	4.4	Outline how to ensure that respect is shown for the child or young person and that their dignity is maintained when providing intimate personal care or assistance
	4.5	Identify why it is important that a child or young person has the right to take part in decisions that may affect them

Unit Title	Working within a play environment with children and young people	
BIIAB Reference	PW7	
Level	2	
Credit Value	4	
GLH	17	
Unit Reference No.	M/600/9502	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the nature of the playworker's relationship with children and young people	1.1	Describe why it is important for the playworker to establish an effective rapport with all children and young people in a play environment
	1.2	Outline what is meant by an honest, respectful and trusting relationship with all children and young people in a play environment
	1.3	State why it is important to communicate effectively with all children and young people in a play environment
	1.4	Identify features of good communication with children and young people
	1.5	Outline what is meant by treating children and young people fairly
	1.6	Describe why it is important for the playworker to value all children and young people's individuality and differences
2 Know the playworker's responsibilities for supporting a safe and challenging play environment	2.1	Define the extent and limits of own responsibilities in the play environment
	2.2	Describe a playwork organisation's procedures before, during and after a session to maintain health, safety and security, including emergency procedures
	2.3	Describe how to respond to the main health, safety and security hazards that may occur in play environments
	2.4	Identify examples of stimulation, risk and challenge in a play environment
	2.5	Give reasons why stimulation, risk and challenge are important in a play environment
	2.6	Outline why it is important for the playworker to balance health, safety and security requirements with the need for stimulation, risk and challenge
	2.7	Describe a playworker's responsibilities for tidying up, checking equipment and other resources in a play environment

Unit Title	Working within a play environment with children and young people	
BIIAB Reference	PW7	
Level	2	
Credit Value	4	
GLH	17	
Unit Reference No.	M/600/9502	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
3 Be able to contribute to an inclusive and stimulating play environment	3.1	Develop an effective rapport with children and young people in a play environment
	3.2	Treat children and young people in a play environment with honesty, respect, trust and fairness
	3.3	Communicate with children and young people in a play environment as appropriate to their needs
	3.4	Suggest ways in which a play environment could be made more inclusive and stimulating
4 Know the playworker's responsibilities for safeguarding children and young people	4.1	Define what is meant by safeguarding children and young people
	4.2	Give four examples of the different ways in which children and young people could be harmed, including by other children
	4.3	Identify who to contact when there are concerns about the welfare of children and young people
	4.4	Describe the features of a playwork organisation's safe practice code for protecting members of the staff team and volunteers

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Health and safety in the Play Environment PW8 2 3 25 Y/600/9509	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
<p>1 Know how to balance challenge and risk with health and safety requirements in the play environment</p>	<p>1.1 1.2 1.3 1.4 1.5</p>	<p>Describe the main legal requirements for health, safety and welfare that apply to the playworker</p> <p>Describe how to balance risk and challenge against requirements for health and safety taking account of children and young people's</p> <ul style="list-style-type: none"> • development • personal interest • ability <p>Give four examples of the types of play and other behaviour that may cause unacceptable levels of risk</p> <p>Describe the process of assessing and managing risk in the play environment</p> <p>Give two examples of situations in which the playworker:</p> <ul style="list-style-type: none"> • can deal with a hazard themselves • must report the hazard to a responsible colleague
<p>2 Know how to assist children and young people to manage risk for themselves</p>	<p>2.1 2.2 2.3 2.4</p>	<p>Outline why it is important for children and young people to take responsibility for own health, safety and security and that of others</p> <p>Describe how the playworker can help children and young people to take responsibility for health, safety and security</p> <p>Outline how children and young people's level of development affects their ability to manage risk</p> <p>Give three examples of the specific requirements of disabled children and young people in relation to managing risk</p>

Unit Title	Health and safety in the Play Environment	
BIIAB Reference	PW8	
Level	2	
Credit Value	3	
GLH	25	
Unit Reference No.	Y/600/9509	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
3 Be able to respond to hazards in the play environment	3.1	Identify one example of each of the following types of hazards in a play environment: <ul style="list-style-type: none"> • physical • emotional • behavioural • environmental
	3.2	Assess the risks presented by physical, emotional, behavioural and environmental hazards in a play environment
	3.3	Follow an organisation's procedures to manage the risks presented by hazards in a play environment in the following ways: <ul style="list-style-type: none"> • supporting children and young people to deal with the hazard • dealing with the hazard personally • reporting the hazard to a responsible colleague
4 Know how to respond to injuries and illnesses in the play environment	4.1	Give two examples of the common types of injuries that can occur in the play environment
	4.2	Give two examples of the common types of illnesses that can occur in the play environment
	4.3	Describe the procedures a playworker should follow in response to injuries and illnesses
	4.4	Describe the role of a nominated first-aider in a play environment
5 Know how to respond to emergencies other than injuries and illnesses in the play environment	5.1	Give three examples of the different types of emergencies that may occur in play environments
	5.2	Describe the procedures to follow for three different types of emergencies that may occur in play environments
	5.3	Outline why it is important to remain calm and communicate clearly with people during an emergency

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Contribute to the Health, Safety, Security and Welfare of Children and Young People using the Play Environment PW9 2 5 30 Y/600/9526	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
<p>1 Be able to support the health, safety and security of children and young people</p>	<p>1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9 1.10</p>	<p>Identify the following types of hazards in the play environment:</p> <ul style="list-style-type: none"> • physical • emotional • behavioural • environmental <p>Assess the risks that hazards present</p> <p>Enable children and young people to assess risks for themselves</p> <p>Manage the risks according to the policies of the organisation whilst maintaining acceptable challenge and risk</p> <p>Get advice from colleagues when unsure about how to assess and deal with a hazard</p> <p>Support children and young people to take responsibility for their own health, safety and security</p> <p>Make sure own actions do not endanger the health, safety and security of children and young people</p> <p>Follow the organisation's procedures for ensuring the safety and security of the children and young people on arrival and departure</p> <p>Maintain records on health, safety and security as required by your organisation</p> <p>Keep toilet and washing areas clean, hygienic and stocked</p>

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Contribute to the Health, Safety, Security and Welfare of Children and Young People using the Play Environment PW9 2 5 30 Y/600/9526
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
2 Be able to respond to emergencies	2.1 Identify and respond to the following types of emergency: <ul style="list-style-type: none"> • injuries • signs of illness • requiring evacuation of the play environment • involving the security of children and young people 2.2 Remain calm and follow the correct procedures for the emergency according to agreed role and responsibilities 2.3 Communicate clearly with those involved in the emergency 2.4 Protect those involved in the emergency from harm 2.5 Give reassurance and comfort to the people involved, if wanted 2.6 Give other people providing assistance clear information about what has happened 2.7 Follow the correct procedures for reporting and recording the emergency
3 Be able to help to safeguard the welfare of children and young people	3.1 Follow the organisation’s procedures for safeguarding the welfare of children and young people 3.2 Record and report any concerns about children and young people’s welfare, being sensitive to the child and the situation 3.3 Support the child/young person’s right to their voice being heard in decisions concerning their welfare 3.4 Encourage children and young people to be aware of potential risks to their welfare and how to protect themselves 3.5 Respect confidential information about children and young people

Unit Title	Work with Children and Young People to Create Play Spaces and Support Freely Chosen Self-Directed Play	
BIIAB Reference	PW10	
Level	3	
Credit Value	7	
GLH	50	
Unit Reference No.	L/600/9524	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to work with children and young people to create a variety of play spaces	1.1	Use own observations, and feedback from children and young people, to identify their play needs and wants
	1.2	Work with children and young people to develop possibilities for play spaces that meet their needs and wants
	1.3	Support all children and young people to create play spaces appropriate to their individual needs and requirements
	1.4	Support children and young people to adapt play spaces to provide challenge, stimulation, rest or relaxation
	1.5	Contribute to ensuring there is sufficient flexibility, variety and choice of resources to enable children and young people to adapt the play space
	1.6	Seek advice and support from colleagues throughout this process of creating play spaces
2 Be able to support children and young people's freely chosen, self-directed play	2.1	Support all children and young people's right to play
	2.2	Observe children and young people involved in play
	2.3	Respond to play cues appropriately
	2.4	Support children and young people to explore their play spaces
	2.5	Support the play process in a way that does not undermine the children and young people's personal control and involvement
	2.6	Leave children and young people to determine the content and intent of their play
	2.7	Choose an intervention style that enables children and young people to extend their play
	2.8	Take part in play only when invited by children and young people through their play cues
	2.9	Intervene in children and young people's play when their or others' health, safety or welfare requires it
	2.10	Enable play to end in a way that is appropriate to the children and young people, their level of involvement and the requirements of your organisation

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Support Relationships in the Play Environment PW11 3 4 30 T/600/9520	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to develop and maintain relationships with children and young people	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9 1.10	Establish a rapport with children and young people in the play environment Give respect to all children and young people in the play environment Actively listen to children and young people and value what they say, experience and feel Communicate with children and young people in a way that is appropriate to the individual, using both conventional languages and body language Provide children and young people with reasons for actions when appropriate Check that children and young people understand what is communicated Be responsive to children and young people's questions, ideas and suggestions Support children and young people in making choices for themselves Value all children and young people's individuality and differences Give attention to individual children and young people in a way which is fair to them and the group as a whole
2 Be able to support relationships between children and young people and others in the play environment	2.1 2.2 2.3 2.4 2.5 2.6 2.7	Support all children and young people to communicate effectively with others Encourage children and young people to understand other people's individuality, diversity and differences Help children and young people to understand and respect other people's feelings and points of view Support children and young people to develop group agreements about the way they interact with others Support children and young people experiencing transitions and other issues that impact on their behaviour and relationships Support children and young people who have been affected by the behaviour of others, when that support is what they want Where appropriate, encourage and support children and young people to deal with conflict for themselves

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Reflective Playwork Practice PW12 3 3 20 R/600/9511	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Know how to work with children and young people to create play spaces	1.1	Describe the playworker's role in working with children and young people to create play spaces
	1.2	Explain the concept of 'loose parts' and its contribution to creating play spaces
	1.3	Give two examples of each of the following types of play spaces <ul style="list-style-type: none"> • physical • affective • transient • permanent
	1.4	Outline how each different type of play space is important to children and young people's play
	1.5	Outline how children and young people's development can affect their ability or willingness to take part in: <ul style="list-style-type: none"> • creating play spaces • changing/adapting play spaces
2 Know how to ensure a play space is inclusive	2.1	Outline why it is important to have an inclusive approach to creating play spaces
	2.2	Define 'separate', 'segregated' and 'inclusive' play provision
	2.3	Describe how to remove barriers that prevent some children and young people accessing play and play spaces
	2.4	Describe how to identify the specific needs of individual children and young people when creating play spaces and taking part in play
	2.5	Outline how to balance the rights of the children or young people to play in a self-directed way with the rights of others
3 Know how to identify children and young people's play needs and wants	3.1	Describe two different methods of observing children and young people at play
	3.2	Describe two methods of gaining feedback from children and young people with due regard to their preferred methods of communication
	3.3	Describe how to use information gained from observation and feedback to identify play needs and wants
	3.4	Outline how children and young people's development can affect their play needs and wants

Unit Title	Reflective Playwork Practice	
BIIAB Reference	PW12	
Level	3	
Credit Value	3	
GLH	20	
Unit Reference No.	R/600/9511	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
4 Know how to support children and young people's play	4.1	Outline how to identify when children and young people need support within the play space
	4.2	Describe how a playworker can support, without taking control, children and young people to adapt a play space
	4.3	Describe four possible interventions that could be used to adjust levels of challenge and stimulation during children and young people's play
	4.4	Describe how to bring play to an end in a way that is sensitive to the children and young people and their level of development and involvement
5 Be able to apply playwork practice	5.1	Identify the play needs and wants of children and young people
	5.2	Work with children and young people to create two types of play space that address their play needs and wants
	5.3	Adapt interventions to meet the play needs and wants of all children and young people
6 Know how to reflect on own playwork practice	6.1	Outline why it is important to reflect on all aspects of own playwork practice, including relationships with other people
	6.2	Outline what is meant by reflective practice
	6.3	Describe how to use observations of, and explicit feedback from, children and young people to reflect on own playwork practice
	6.4	Identify what is meant by constructive feedback
	6.5	Describe how to gather and handle constructive feedback from others, for example colleagues and parents
	6.6	Explain how to use observations and feedback to adapt own playwork practice

Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

© BIIAB January 2018

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, whether electronic, mechanical, photocopying, scanning, recording or otherwise, without written permission of the publisher except in accordance with the provisions of the Copyright, Designs and Patents Act 1988. Applications for written permission to reproduce any part of the publication should be addressed in writing to the publisher. Any unauthorised or restricted act in relation to this publication may result in civil proceedings and/or criminal prosecution.

Infor House
1 Lakeside Road
Farnborough
Hampshire
GU14 6XP