



CANDIDATE HANDBOOK

CACHE Level 3 Award, Level 3 Certificate  
and Level 3 Diploma in Playwork  
2009/10



Playwork  
Partnerships

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# **CACHE**

## **Candidate Handbook**

**Level 3 Award, Level 3 Certificate and Level 3 Diploma in Playwork  
Syllabus, Regulations and Assessment Materials (Centres have a Centre  
Information Pack which contains additional information)**

**4th edition**

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## Information sheet

### Your Personal Details

Name:

Address:

Telephone Number:

PIN:

Date you registered for the Level 3 Award, Level 3 Certificate and Level 3 Diploma in Playwork:

### Your Centre Details

Site/Centre Name:

Address:

Telephone Number:

Site/Centre Number:

Name of your Course Tutor:

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# Assignment planner

## CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Playwork



Apex House, 81 Camp Road  
St Albans, Hertfordshire AL1 5GB  
Tel: 0845 347 2123 www.cache.org.uk

It should be noted that this form is  
not mandatory and Centres may  
devise their own form for planning

Candidate Name: \_\_\_\_\_ Group Tutor: \_\_\_\_\_

PIN: \_\_\_\_\_ Please enter submission date into appropriate box

Date	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Unit 1 MCQ											
Unit 2 Marker I.M											
Unit 3 Marker I.M											
Unit 4 Marker I.M											
Unit 5 Marker I.M											
Unit 6 Marker I.M											

Please refer to the external assessment timetable for test dates, which can be found on the CACHE website.

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# Section 1

## Candidate information

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## Section 1 – Candidate information

### **What do I do first?**

When you start the course your Centre will register you for the qualification with CACHE. You must have this in order to enter for the external assessment of the qualification.

If this is the first qualification you have undertaken with CACHE you will be issued with a Personal Identification Number (PIN). The PIN should be used if you are registered for any subsequent qualifications with CACHE.

### **Qualification Fees**

CACHE charges a registration fee for all candidates which will be dealt with by your Centre. If you need information about fees, you should contact your Centre.

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## **Section 2**

# **CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Playwork**

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## Section 2 – CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Playwork

### Introduction

#### CACHE Level 3 Award in Playwork

Unit 1 is an introduction to play and playwork and managing a playwork setting. It covers values and professional context and key aspects of playwork practice. On completion, a candidate will have a Level 3 Award in Playwork.

The aims of the qualification are to:

- provide an adequate briefing for people working in play settings
- establish a link between playwork theory, reflective observations and practice
- explore child development from a playwork perspective
- explore the importance of legislation in regard to health and safety and child protection.

#### CACHE Level 3 Certificate in Playwork

On completion of Units 1-5 Candidates will gain the Level 3 Certificate in Playwork.

The aims of the qualification are to:

- explore the complex role of the playworker in creating an appropriate play environment that takes into account relevant legislation, policies and procedures
- explore transitions and issues of equality of opportunity, inclusion and diversity
- establish a link between quality play provision and continuing professional development
- explore the benefits of multi-agency working, effective communication and information sharing.

## CACHE Level 3 Diploma in Playwork

The Diploma is recognised as a Technical Certificate within the SkillsActive Leisure and Learning Advanced Apprenticeship Framework. The Diploma consists of Units 1-6 and on completion a candidate will have a Level 3 Diploma in Playwork.

The aims of the qualification are to:

- explore different techniques of observation and recording methods
- explore links between reflective observation and affective play environments
- extend theoretical skills and knowledge by extensive reflective practice
- explore the importance of reflective analysis during mentoring and supervision sessions
- enable the candidate to manage play settings.

Achieving this qualification will allow you to work in or be a volunteer in paid or unpaid settings:

- the Award will allow you to work as a supervisor in summer playschemes whilst you undertake the full qualification.
- the Certificate will allow you to work as assistant leader or new supervisor in all play settings.
- the Diploma will be recognised by the inspecting authority as an appropriate qualification.

## **Links between these Award, Certificate and Diploma programmes and the National Occupational Standards**

These Award, Certificate and Diploma qualifications have been designed to provide knowledge and understanding which supports competent practice. They will help you to develop many of the practical skills and competencies set out in the National Occupational Standards in Playwork at Level 3 which are available on the CACHE website.

## Structure of the Level 3 Award, Level 3 Certificate and Level 3 Diploma

Unit	Title	Recommended guided learning hours
1	An Introduction to Play and Playwork in the Lives of Children and Young People including the Principles, Values and Professional Context.	60 hours
2	Ways in which Playworkers Relate to, Support and Safeguard Children and Young People in Play Settings.	60 hours
3	The Playworker's Roles and Responsibilities in Creating and Resourcing Inclusive and Challenging Play Environments.	60 hours
4	The Playworker's Legal and Managerial Roles and Responsibilities in Providing a Quality Provision.	60 hours
5	The Playworker's Role and Responsibilities within the Local Public and Professional Community.	60 hours
6	Reflective Playwork in Practice.	60 hours

### Recommended guided learning hours

Your Centre will use a number of different teaching methods so that not all the recommended hours will be spent in the classroom with your tutor.

### Attendance at classes

CACHE recommends that you attend at least 80% of the teaching time allocated by the Centre for each unit. Your Centre will keep a record of your attendance and if they feel that you have not attended sufficient teaching time, they may ask you to take additional study before allowing you to submit the relevant assignment.

### Practical training

There is no formal assessment of your practical work as part of this qualification, but many of your assignments will directly relate to your day-to-day work. It is critically important that candidates have substantial playwork experience to undertake this qualification and therefore work placements are important. Candidates should be prepared to undertake 60 hours of playwork practice for each unit of the qualification. Unit 6 assesses candidate's reflective practice.

## Entry requirements for the Level 3 Award, Level 3 Certificate and Level 3 Diploma

CACHE does not require formal entry qualifications for this qualification, but you must be at least sixteen years old at the date of registration.

CACHE recommends that candidates should have:

- a related study course at Level 2 eg CACHE Level 2 Certificate in Playwork or a NVQ Level 2 in Playwork
- an adequate level of general education to cope with the demands of the programme eg GCSE grade C or above or equivalent
- a minimum of 50 hours recent experience in a playwork setting
- day-to-day contact with children in a playwork setting. The recommendation is 60 hours work placement for each unit.

### Possible restrictions on candidate entry

If you work with children or in health and social care, you are exempt from the Rehabilitation of Offenders Act 1974. This means that prior convictions can not become spent and will remain on your record indefinitely. Centres should be aware of the implications of this when recruiting learners to their programmes.

### Accreditation of prior experience and learning (APEL)

APEL can be applied for by candidates, following the procedures and regulations as laid down by the Centre. However it should be noted that where there is a graded assessment and the candidate has not undertaken the assessment due to applying for APEL, then the grade will be entered as Pass or E.

### Skills for Life/Key Skills

This is not a compulsory part of the CACHE Level 3 Award, Level 3 Certificate or Level 3 Diploma in Playwork, but you may be required to study Skills for Life/Key Skills with your Centre. Your tutor will help you identify where the best evidence for your Skills for Life/Key Skills portfolio can be found.

See section 6 for details of the mapping of this qualification against Key Skills.

### Remission of tuition

If you have a considerable amount of experience or previous training, you should discuss remission of tuition with your study Centre. The Centre may agree a reduction of up to 50% teaching time. However, you will have to complete all the assessments and the multiple choice question paper to gain the qualification.

## Progression from the Diploma in Playwork

Candidates may want to progress to a higher level qualification, for example a Foundation Degree in Playwork or a B.A. Honours in Playwork.

## CACHE Playwork, trainers, assessors and internal verifiers

CACHE ensures that trainers, assessors and internal verifiers are occupationally competent by checking CV's, qualification certificates and evidence of continued professional development at Centre visits. CACHE requires all Centres to advise them of staff changes to ensure that occupational competence of staff is maintained.

CACHE external verifiers are known as Centre advisors. Centre advisors must present evidence at interview to show that they are occupationally competent. This would include the following for playwork Centres:

- worked in a play setting underpinned by the Playwork Principles
- knowledge of and commitment to the Playwork Principles
- evidence of continued professional development in the playwork field within the last five years
- holds or achieved a V2/D35 qualification.

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# Section 3

## Assessment of your learning

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## Section 3 – Assessment of your learning

- To achieve the Award in Playwork you have to pass Unit 1
- To achieve the Certificate in Playwork you need to pass Units 1-5
- To achieve the Diploma in Playwork you need to pass Units 1-6

Unit	Type of assessment
1	Multiple-choice questionnaire - external assessment
2	Assignment - marked by internal assessment
3	Assignment - marked by internal assessment
4	Assignment - marked by internal assessment
5	Assignment - marked by internal assessment
6	Assignment - marked by internal assessment

Each individual unit can stand-alone, is individually assessed and can be certificated.

### Assessment procedures

Each assignment will require a substantial amount of research and work.

Assignments should be submitted on A4 paper where appropriate and can be hand written in ink, typed or word-processed. You need to write your name, personal identification number and Centre name and number on each sheet of paper. It is recommended that you keep a copy of your assignment before handing it to you tutor.

### Reasonable adjustments

If you need to have special arrangements made in order for you to be able to complete the test paper or the assignments, you should discuss this with your tutor.

Different conditions and requirements apply in different circumstances. You should discuss your own particular circumstances with your Centre. They will have access to all the regulations and will apply to CACHE on your behalf.

## Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. CACHE will be notified of any cases of plagiarism.

## Buying and selling assignments

You are not allowed to buy or offer assignments for sale. This includes using sites such as eBay. If this happens CACHE reserves the right not to accept future entries from you.

## External assessment by multiple choice question paper

The multiple choice question paper measures your knowledge of Unit 1.

You will not see the paper in advance, so you will have to make sure you are confident about everything that you have learned in the unit. The paper is written by CACHE and is available monthly or by eassessment, see eassessment below. Your Centre and tutor will give you plenty of notice so that you can prepare. The test consists of 25 multiple-choice questions which will be marked by CACHE.

You have 45 minutes to complete the test. You can only achieve a Pass or Refer grade for this unit.

Your Centre may request a remark if they, and you, do not think the result is a true reflection of your performance. This must be done within 20 working days of the result reaching your Centre. You must be aware that the mark sheets are optically read and the result is unlikely to change. If the result remains unchanged CACHE will charge your Centre. From September 2008, remarks may result in the candidate's grade being decreased as well as increased.

## External assessment results

Your external assessment result will be available from your Centre on the day shown on the CACHE external assessment timetable. CACHE are not able to issue you with your result.

## Referral on multiple choice question paper

Results that do not achieve a Pass mark will be graded as a referral. You should discuss the arrangements for being re-entered for the test with your tutor and Centre.

If you are referred on your Multiple Choice Question Paper your Centre may re-enter you to take the question paper again to achieve a Pass grade. CACHE will charge your Centre for your third and subsequent attempt of your test.

## **elassessment**

The external assessment (Unit 1) for this qualification is available by elassessment. Further details and information are available on the CACHE website or through your Centre.

elassessment means taking your test on screen.

On screen testing will mean:

- You will receive instant provisional feedback of your performance in the test
- Practice tests are available and can be scheduled by agreement with your Centre when you are ready
- Practice tests will also provide you with invaluable provisional feedback which will highlight areas that may require further study.

## **Referral of internally marked assignments for Units 2-6**

If your assignment does not meet the criteria for an E grade it will be graded as a referral. You may resubmit your work with improvements. Your tutor will negotiate a resubmission date. If your assignment still does not achieve an E grade or above your tutor will discuss an action plan involving some extra teaching before you rewrite your assignment.

All assignments must be achieved within your registration period.

## **Improving your grades for internally marked assignments**

If you have achieved an E grade or above on your assignments marked in your Centre, you may want to try to improve your result to achieve a higher grade. Your tutor will explain this to you.

## **Word limits for written assignments**

CACHE recommends your completed work should not exceed 3,500 words. Work that is more than 10% above the word limit may not be marked. There is no lower word limit.

## Additional support

If you require additional support with your unit assignments, you can access the following documents from the CACHE website:

- Finding the Level
- Assignment Guidance.

Both of these documents will help you understand what is required to complete the assignment.

Your tutor can direct you to the website - [www.cache.org.uk](http://www.cache.org.uk)

## Certification

If you are successful in all areas of the Award, the Certificate and the Diploma you will be issued with a CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Playwork.

Centres may claim unit certificates for candidates who register 'unit by unit' or who do not complete the full course.

## Re-mark enquiry and appeals procedure

CACHE operates an enquiries and appeals procedure which candidates may use if they wish to challenge an assessment decision. Details are available on the CACHE website: [www.cache.org.uk](http://www.cache.org.uk)

## **Section 4**

### **Units of learning and assessments**

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## References and Bibliography

Your assessment may require you to include references and a bibliography. You should include at least two references in the text of your work. These references should be clearly identified and related to one or more sources of information which should be included in your bibliography.

Your bibliography should list two or more relevant sources of information which includes your wider reading. The CACHE booklet 'Finding the Level' explains how to show your references and bibliography.

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## Section 4 – Units of learning and assessments

### **Unit 1 – An Introduction to Play and Playwork in the Lives of Children and Young People including the Principles, Values and Professional Context**

#### **Context**

This unit will support all level 2 playworkers and childcare workers wishing to move into playwork. It will act as an 'introduction to playwork' at level 3 and as such gives a brief overview of the important aspects of play and playwork that are subtly and at times drastically different for other areas of childcare.

You will consider the importance of ALL children and young people's rights and explore the concept of self-directed play. You will go on to learn about the importance of play in children and young people's lives and its significance for their development. You will spend time considering how reflecting on your own memories and experiences as well as your current practice can best support children's play. You will learn about the ethos of playwork that is described in the Playwork Principles. You will explore play theories and how they underpin your reflective practice.

The numbers after the learning outcomes map to the Common Core of Skills and Knowledge. For example: for learning outcome one 2.7 represents 'know how to interact with children in ways that support the development of their ability to think and learn'.

#### **Learning outcomes**

By the end of this course of study, you will be able to:

1. Identify clearly how a reflective playworker's own different memories and experiences may impact on their understanding of and interaction with the playing child or young person.  
**2.7, 2.13**
2. Identify how the UN Convention on the Rights of the Child, The Disability Discrimination Act and the Race Relations Act supports the child or young person's right to play.  
**5.8**
3. Explain how the Playwork Principles can inform and help playworkers to relate to and work with all children and young people and create an environment that supports them.  
**5.8**

4. Identify the self-directed play needs of children and young people, and their significance for a child and young person's life and development.

**2.6**

5. Explain why current play theories and reflective playwork practice is important when observing children and young people at play.

**2.13, 2.16, 2.17, 3.12, 3.13, 4.1, 5.7**

6. Explain the importance of legislation in regard to health and safety, child protection that is underpinned by policies that support children and young people's rights.

**1.6, 2.11, 3.1, 3.2, 4.6, 5.8, 5.12**

7. Describe the different types of play and childcare settings: voluntary, statutory, private, and expected professional roles, terms and conditions within each sector.

**2.6, 2.11, 2.17, 3.7, 4.6, 5.5, 5.8**

8. Describe the essential responsibilities of a playworker in regard to communication and multi-disciplinary teams working within effective organisational frameworks.

**5.1, 5.5, 5.10, 5.11, 5.12**

You will need to demonstrate that you have achieved the outcomes by successfully completing the assessment for this unit.

## Learning

This unit will teach you about:

1. The impact of how our own different memories and experiences affect our understanding of and interaction with children and young people playing. (**PW9** K3, K23, 25 – 27, K31, **PW10** K2, K3, K5 – 7)
2. The importance of 'Reflective Playwork Practice' plus techniques for observing children and young people at play to help inform that reflective practice. (**PW9** K4, K8 – 12 **PW10** K1 – 8)
3. The Playwork Principles that provide the playwork perspective for relating to and working with children and young people. (**PW6** K1, **PW9** K1)
4. Play theories that underpin the importance of self-directed play, including the play cycle (Else & Sturrock) and play types (Hughes). (**PW9** K5 – 9, K28 – 31)
5. How playworkers can create play environments that include transient, permanent, physical and affective play spaces that support children and young people. (**PW9** K5 – 9, K16, 28 – 31)
6. The overarching principles of children's rights under the UN Convention on the Rights of the Child, the Human Rights Act, the Disability Discrimination Act, the Race Relations Act and equality of opportunity and putting them into practice. (**PW6** K2 – 4)

7. A basic understanding of different types of play and childcare settings: voluntary, statutory, private, and expected professional roles, terms and conditions within each sector.
8. A brief overview of why policies are important to maintain an environment that supports children and young people's play and stages of development. (**PW6** K5 **PW6.2** K20, **PW7** K1, **PW9** K1, 2, 9, 10)
9. A broad overview of effective communication with parents/carers and families, colleagues and other professionals in multi-disciplinary teams to support children and young people. (**PW14** K1, 2, 6, 8 **B226** K10, 11, 12)
10. A broad overview of the essential responsibilities of a playworker in regard to quality indicators, health and safety, child protection and organisational frameworks including codes of practice relevant to playwork. (**B226.2** K11 **A320** K21 – 25 **PW11.1** K1 – 4)
11. A broad overview of the legislation that is reflected in the Playwork Principles. (**PW6** K3, 4 **PW7** K1 **PW8** K2-4 **PW12** K1 **PW15.1** K5, 6)

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## Unit 2 – Ways in Which Playworkers Relate to, Support and Safeguard Children and Young People in Play Settings

### Context

This unit will help you explore the importance of building relationships with children and young people in order to respect and support their play. You will consider ways of reaching group agreements and how children can resolve conflict. You will explore the links between respecting and listening to children and young people and their subsequent behaviour. You will reflect on attitudes to and perceptions of children and young people in current society. You will also consider issues in child protection and ways to communicate with and support children and young people.

All your learning for this unit will take place within the context of the Playwork Principles described in unit one and will reflect all children and young peoples needs, including both disabled and non disabled.

### Learning outcomes

By the end of this course of study, you will be able to:

1. Describe the role of the playworker in creating a play environment where all children and young people's rights are supported and they will feel listened to and respected.  
**1.1, 1.2, 1.10**
2. Reflect on the impact of adult perceptions and behaviour on children and young people's behaviour and what lessons can be learnt from this.  
**2.16, 2.17**
3. Describe ways a playworker can build good relationships with children and young people helping them to gain independence, move through times of transition, reach group agreements and resolve conflict for themselves.  
**3.13**
4. Explain the importance of a playworker recognising, interpreting and possibly responding to children and young people's behaviours in the context of play theories and child development then reflecting upon possible levels of intervention.  
**1.1, 1.2, 1.4, 1.10, 2.4, 2.6, 2.7, 2.13, 2.15, 2.17, 2.18, 2.19, 4.2, 4.3, 4.4, 4.5, 4.8, 5.7, 6.5, 6.8, 6.11**
5. Demonstrate how a playworker's own behaviour and play needs may have a specific and possibly negative impact on children and young people's play.  
**2.17**
6. Identify common signs and indicators of possible child abuse.  
**3.4**

7. Describe ways a playworker can help children and young people protect themselves from all forms of abuse that include bullying and discrimination.  
**1.1, 1.2, 1.4, 1.10, 2.5, 2.7, 3.9, 3.13, 4.1, 4.2, 4.3, 4.4, 4.5, 5.6, 5.7, 5.11**
8. Consider the importance of communicating sensitively and effectively with children and young people about child protection including issues of confidentiality.  
**1.6, 1.10, 3.8, 3.10, 6.16**

## Learning

1. The role of the playworker in identifying, supporting and promoting children and young people's rights and needs to play. (**PW6** K5, 6, 7, 15 – 18, **PW9** K11, 14, 15, 16, 21, 32)
2. Children and young people's perceptions of themselves and how societies and specifically the media's perception may have an effect. (**PW6** K11, 15, **PW14** K4)
3. The importance of offering a play environment where all children can feel secure, listened to and respected. (**PW6** K17, 19 **PW8** K10, 11, 13 – 21, 28 – 31)
4. The importance of recognising, interpreting and possibly responding to children and young people's behaviours in the context of play theories and child development then reflecting upon possible levels of intervention. (**PW6** K20, 30, **PW8** K, 9 – 13, 16 – 18, 24 – 28)
5. Ways the playworker can (if required) help children and young people reach consensus through group agreements. (**PW6** K27, 30 **PW8** K7, 9, 14 – 20, 25 **PW9** K14, 15)
6. The importance of building good relationships with children and young people in order to support them particularly during times of transition and in conflict resolution. (**PW8** K1, 14, 27)
7. Ways to support children and young people's independence, exploration and expression of their feelings. (**PW8** K13, 19, 23)
8. The significance of recognising how a playworker's own behaviours and play needs will impact on children and young people's play. (**PW9** K24 – 7, 31 **PW10** K5 – 7)
9. Ways to help children protect themselves from abuse, including bullying and discrimination and/or cope with its consequences. (**PW6** K29 – 31, 34)
10. The identification of common signs and indicators of possible child abuse. (**PW12** K5 – 7)
11. The impact and importance of effective communication with children and young people if possible abuse is disclosed. (**PW6** K32 – 34, **PW12** K8 – 13)

## Unit submission form

### CACHE Level 3 Certificate and Level 3 Diploma in Playwork

Please complete this form and attach it to your assignment.  
The portfolio will not be accepted without this form.

#### Centre

Site/Centre Code:

Site/Centre Name:

#### Declaration

##### Unit 2 – Ways in Which Playworkers Relate to, Support and Safeguard Children and Young People in Play Settings

Candidate Name:

Candidate PIN:

I declare that this is entirely my own work and I understand that any grades given are provisional until confirmed by CACHE.

Candidate Signature:

Date:

#### Tutor Feedback

Grade awarded:

#### Signatures

Tutor's Signature:

Date:

IM Signature:

*(if chosen for sample)*

Date:

  
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## Compensatory marking grid

### Unit 2 – Ways in Which Playworkers Relate to, Support and Safeguard Children and Young People in Play Settings

<b>Candidate</b>
Name:
PIN:
Site/Centre No:

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker	Internal moderator
<b>E1</b>	Describe how the playworker can create a play environment where all children and young people feel listened to and respected	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E2</b>	Describe how the behaviour of the playworker may affect the play and behaviour of children and young people	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E3</b>	Describe TWO ways to help children and young people make choices in the play setting	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E4</b>	Describe TWO ways the playworker can help children and young people to reach group agreements	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E5</b>	Describe how the playworker can support children and young people so that they can resolve conflicts for themselves	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E6</b>	Discuss signs and possible indicators of abuse	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E7</b>	Describe ways the playworker can support children and young people who may have experienced abuse	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

## Compensatory marking grid

### Unit 2 – Ways in Which Playworkers Relate to, Support and Safeguard Children and Young People in Play Settings

<b>Candidate</b>
Name:
PIN:
Site/Centre No:

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker	Internal moderator
<b>E8</b>	Describe ways of helping children and young people protect themselves from all forms of abuse	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E9</b>	Show an understanding of diversity and inclusive practice in relation to playwork practice	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E10</b>	Include references and a bibliography	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>D</b>	Explain why it is important to maintain confidentiality with children and young people in relation to child protection issues	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
<b>C</b>	Discuss how the playworker can use current research and theory to support their responses to children and young people's behaviour	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
<b>B</b>	Analyse the importance of children and young people being able to reach group agreements and resolve conflict for themselves	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
<b>A</b>	Evaluate the impact that adult behaviour may have on the behaviour and play of children and young people	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
	<b>Total</b>				
	<b>Grade</b>				

The grade for the assignment is determined by the total marks gained within the ranges shown below:  
 A = 80 – 100    B = 70 – 79    C = 60 – 69    D = 50 – 59    E = 40 – 49

Signature of IM if sampled

## Unit 2 – Ways in Which Playworkers Relate to, Support and Safeguard Children and Young People in Play Settings

Internal assignment

Choose one of the following:

- Report
- Reflective account
- Audiotape and transcript
- Guidance handbook
- Case studies
- Essay
- Diary
- Information booklet

Choose one or a combination of formats, which allows you to present the following information:

- E1 Describe how the playworker can create a play environment where all children and young people feel listened to and respected
- E2 Describe how the behaviour of the playworker may affect the play and behaviour of children and young people
- E3 Describe TWO ways to help children and young people make choices in the play setting
- E4 Describe TWO ways the playworker can help children and young people to reach group agreements
- E5 Describe how the playworker can support children and young people so that they can resolve conflicts for themselves
- E6 Discuss signs and possible indicators of abuse

- E7 Describe ways the playworker can support children and young people who may have experienced abuse
- E8 Describe ways of helping children and young people protect themselves from all forms of abuse
- E9 Show an understanding of diversity and inclusive practice in relation to playwork practice
- E10 Include references and a bibliography
- D Explain why it is important to maintain confidentiality with children and young people in relation to child protection issues
- C Discuss how the playworker can use current research and theory to support their responses to children and young people's behaviour
- B Analyse the importance of children and young people being able to reach group agreements and resolve conflict for themselves
- A Evaluate the impact that adult behaviour may have on the behaviour and play of children and young people

## Unit 3 – The Playworker's Roles and Responsibilities in Creating and Resourcing an Inclusive and Challenging Play Environments

### Context

In this unit you will learn how to create and resource physical and affective play environments in order to spark self-directed play. You will explore ways to promote and reflect inclusion and diversity from a playwork perspective. You will reflect on the impact of health and safety legislation on play and playwork and consider methods of risk assessment.

All your learning for this unit will take place within the context of the Playwork Principles described in unit one and will reflect the needs of all children and young people including those who are both disabled and non disabled.

### Learning outcomes

By the end of this course of study, you will be able to:

1. Describe the factors involved in planning and creating inclusive physical play spaces and resourcing loose parts that may spark self-directed play across the age range.  
**2.6, 5.8**
2. Describe the factors involved in observation for planning and resourcing play spaces that value inclusion and diversity and both create and support different moods and atmospheres and inform future practice.  
**5.8**
3. Identify possible physical, emotional and behavioural hazards in a play environment and assess the risks these may pose.  
**2.11**
4. Explain the roles and responsibilities of the playworker, including relevant legislation, in maintaining a safe and healthy play environment.  
**2.11**
5. Explain how the playworker balances the dual roles of maintaining health and safety whilst providing challenging opportunities across the age range that allows for children and young people to identify, manage and assess risks for themselves.  
**2.11**
6. Describe signs and symptoms of common childhood illnesses, allergies and injuries and how to deal with them.  
**1.5, 1.6, 1.7, 1.9, 3.3, 3.4, 6.1 – 6.3**

7. Explain the local child protection guidelines relevant to your country including reporting and recording procedures.  
**3.3, 3.4**
8. Explain which adults and organisations could be involved in child protection issues.  
**1.5 – 1.7, 1.9, 2.8, 2.10, 2.12, 3.1 – 3.7, 3.9, 3.10, 4.6, 4.7, 5.6 – 5.14,  
6.1 – 6.3, 6.5 – 6.10, 6.13, 6.16, 6.18**

## Learning

1. The importance of creating a holistic environment that unequivocally, and actively, invites all children and young people to play. (**PW9** K3, 17, 18)
2. What needs to be considered when observing and planning, across the age range, for physical play spaces, including the elements, senses, landscaping, and identity that also reflects best practice in inclusion and diversity. (**PW9** K7, 17 – 20, 22)
3. How to identify and obtain an inclusive and diverse range of appropriate loose parts and resources to support a range of self-directed play needs for all children and young people. (**PW9** K7, K10,19, 21)
4. What needs to be considered when observing, planning and resourcing affective play spaces across the age range that create different moods, behavioural modes and atmospheres. (**PW8** K8, **PW9** K5, K8, K17 – 22)
5. What needs to be considered when providing challenging play opportunities balanced with considering physical, emotional and behavioural hazards and the importance of the playworker carrying out routine and ad hoc risk assessment that is informed by a knowledge of child development and the needs of the individual. (**PW7** K8 **PW9** K33 – 37)
6. The importance of children and young people identifying, managing and assessing risks for themselves. (**PW7** K9 K7 **PW9** K9, 32)
7. What needs to be taken into consideration when exploring children's healthy lifestyles, health and safety issues including security implications, plus arrival and departure arrangements at the play setting, having a qualified first aider, dealing with emergencies and recording accidents and incidents. (**PW6** K24 **PW7** K2 5, 9 **PW13** K3, 7 **PW9.4** 33, 35, 36 **PW15** K4, 13)
8. The roles and responsibilities of the senior playworker with regard to health and safety legislation, policies, procedures and guidelines. (**PW7** K1 – 7, 10, 11, 14 15 **PW13** K1, 2)
9. Signs and symptoms of common childhood illnesses, allergies and injuries and how to deal with them. (**PW7** K12, 13)

10. Local guidelines regarding information for children and young people on how to protect themselves, appropriate to their stage of development plus child protection procedures (for example the Common Assessment Framework) and legislation relevant to your country. (**PW6** K29, 30, 31, 35, 36 **PW12** K1, 3)
11. The importance of reporting and recording procedures concerning child protection and possible abuse, and who this involves. (**PW6** K36, 39, **PW8** K20, 32, 33 **PW12** K14 – 19, **PW14** K11, 12)

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## Unit submission form

# CACHE Level 3 Certificate and Level 3 Diploma in Playwork

Please complete this form and attach it to your assignment.  
The portfolio will not be accepted without this form.

### Centre

Site/Centre Code:

Site/Centre Name:

### Declaration

#### Unit 3 – The Playworker's Role and Responsibilities in Creating and Resourcing Inclusive and Challenging Play Environments

Candidate Name:

Candidate PIN:

I declare that this is entirely my own work and I understand that any grades given are provisional until confirmed by CACHE.

Candidate Signature:

Date:

### Tutor Feedback

Grade awarded:

### Signatures

Tutor's Signature:

Date:

IM Signature:

*(if chosen for sample)*

Date:

The logo for CACHE, featuring the word 'cache' in a lowercase, sans-serif font. Above the letter 'i' is a vertical line with a small dot at the top. Below the word 'cache' is the tagline 'nurturing achievement' in a smaller, lowercase font.

Apex House, 81 Camp Road  
St Albans, Hertfordshire AL1 5GB  
Tel: 0845 347 2123 [www.cache.org.uk](http://www.cache.org.uk)

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## Compensatory marking grid

### Unit 3 – The Playworker's Role and Responsibilities in Creating and Resourcing Inclusive and Challenging Play Environments

<b>Candidate</b>
Name:
PIN:
Site/Centre No:

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker	Internal moderator
<b>E1</b>	State what needs to be considered when creating physical play spaces that support self-directed play	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E2</b>	Describe two ways the playworker can use observations to create challenging play spaces	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E3</b>	Identify a minimum of TWO different possible physical hazards and TWO different possible emotional hazards in a play environment	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E4</b>	Identify the risks that ONE of the physical hazards and ONE of the emotional hazards described in E3 may have for EACH of the following age groups: 4-7 years, 8-12 years, 13-16 years	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E5</b>	Describe different ways that children aged 4-7, 8-12 and 13-16 may respond to the hazards identified in E3	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E6</b>	Describe the role and responsibilities of the playworker in maintaining a safe and healthy play environment that provides challenging opportunities for children and young people	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E7</b>	State the signs and symptoms of TWO common illnesses AND TWO common allergies AND TWO common injuries that may occur in children and briefly describe how to respond to each illness, allergy and injury	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

## Compensatory marking grid

### Unit 3 – The Playworker’s Role and Responsibilities in Creating and Resourcing Inclusive and Challenging Play Environments

<b>Candidate</b>
Name:
PIN:
Site/Centre No:

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker	Internal moderator
<b>E8</b>	Describe the local child protection guidelines of the country you live in, including the recording and reporting procedures	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E9</b>	Describe how playworkers can create an environment that will promote and reflect inclusion and diversity	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E10</b>	Include references and a bibliography	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>D</b>	Explain why it is important to carry out observations when planning and resourcing play spaces that support different moods and atmospheres	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
<b>C</b>	Explain how local child protection guidelines and relevant legislation support keeping children and young people safe	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
<b>B</b>	Analyse the importance of balancing the possible physical, emotional and behavioural hazards against the need for children and young people to take risks	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
<b>A</b>	Evaluate the impact of playworkers offering challenging play opportunities in play settings	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
	<b>Total</b>				
	<b>Grade</b>				

The grade for the assignment is determined by the total marks gained within the ranges shown below:

A = 80 – 100    B = 70 – 79    C = 60 – 69    D = 50 – 59    E = 40 – 49

Signature of IM if sampled

## Unit 3 – The Playworker’s Role and Responsibilities in Creating and Resourcing Inclusive and Challenging Play Environments

Internal assignment

Choose one of the following:

- Report
- Reflective account
- Audiotape and transcript
- Guidance handbook
- Case studies
- Essay
- Diary
- Information booklet

Or another format or combination of formats, which allows you to present the following information:

- E1 State what needs to be considered when creating physical play spaces that support self-directed play
- E2 Describe two ways the playworker can use observations to create challenging play spaces
- E3 Identify a minimum of TWO different possible physical hazards and TWO different possible emotional hazards in a play environment
- E4 Identify the risks that ONE of the physical hazards and ONE of the emotional hazard described in E3 may pose for EACH of the following age groups: 4-7 years, 8-12 years, 13-16 years
- E5 Describe different ways that children aged 4-7, 8-12 and 13-16 may respond to the hazards identified in E3

- E6 Describe the role and responsibilities of the playworker in maintaining a safe and healthy play environment that provides challenging opportunities for children and young people
- E7 State the signs and symptoms of a minimum of TWO common illnesses AND TWO common allergies AND TWO common injuries that may occur in children and briefly describe how to respond to each illness, allergy and injury
- E8 Describe your local child protection guidelines, including the recording and reporting procedures
- E9 Describe how playworkers can create an environment that will promote and reflect inclusion and diversity
- E10 Include references and a bibliography
- D Explain why it is important to carry out observations when planning and resourcing play spaces that support different moods and atmospheres
- C Explain how local child protection guidelines and relevant legislation support keeping children and young people safe
- B Analyse the importance of balancing the possible physical, emotional and behavioural hazards against the need for children and young people to take risks
- A Evaluate the impact of playworkers offering challenging play opportunities in play settings

## Unit 4 – The Playworker's Legal and Managerial Roles and Responsibilities in Providing a Quality Play Provision

### Context

In this unit you will learn about the legal requirements that help support quality play provision. You will find out about legislation within a specific context – that of playwork. You will explore issues of inclusion and diversity plus organisational and staffing structures and how they can be used to provide quality play. You will also explore the qualities of an effective team and the importance of continuing professional development linked to career progression and opportunities.

All your learning for this unit will take place within the context of the Playwork Principles described in unit one and will reflect the needs of all children and young people including those who are both disabled and non disabled.

### Learning outcomes

By the end of this course of study, you will be able to:

1. Describe the impact of current legislation on playwork practice and how to keep your knowledge up to date.  
**2.11, 3.1, 3.2, 3.5, 4.6, 5.12, 5.13, 6.13, 6.14, 6.15, 6.16**
2. Consider the importance of developing and reviewing policies, procedures and evaluative frameworks that underpin playwork practice and children's rights.  
**2.11, 3.2, 5.8, 6.17**
3. Explain the significance of recording and sharing information and the people this may involve in line with key legislation.  
**3.5, 3.8, 3.10, 6.1, 6.5, 6.7, 6.13, 6.14, 6.15, 6.16**
4. Explain why relevant national legislation is important in the implementation of strategies to support inclusion, diversity and inclusive practice and diversity in the play setting.  
**1.10, 2.3, 2.19, 3.14, 4.4, 6.11**
5. Describe the types of organisational and staffing structures found in play settings explaining who may be responsible for finances, personnel and marketing.  
**5.1, 5.2, 5.5, 5.8, 5.10**
6. Indicate the key management styles and structures that support quality playwork.  
**1.1, 1.2, 1.3, 5.1, 5.2, 5.3, 6.1**
7. Indicate the key tasks and skills that a competent team uses to ensure effective inclusive quality playwork.  
**5.1, 5.2, 5.3, 5.4, 5.5**
8. Explain why staff appraisal systems are important and should support continuing professional development linked to career opportunities.  
**2.8, 2.13, 2.14, 5.4**

## Learning

1. The organisational and legal procedures, relevant in your country that must be followed to ensure quality in the administration of playwork provision. (**PW6** K3, 4, **PW8** K3, **PW15.1** K3 – 6)
2. The significance of developing, implementing and monitoring policies and procedures underpinning quality playwork practice and children's rights. (**PW6** K6, 20 – 22)
3. The laws relating to equality of opportunity, confidentiality and the disclosure of information. (**PW6** K2 – 4, 37, 39, **PW8** K2, 3, 5, **PW12** K1 – 3, 17)
4. The legal requirements of maintaining detailed confidential records, storing them in a secure place and identifying why this is important and who may have access to the information. (**PW8** K5, **PW15** K3, 14 – 20)
5. The importance of recognising barriers to inclusion moving onto identifying and implementing strategies to support inclusion, diversity and inclusive practice in the play environment. (**PW6** K8 – 14, 23 – 28, **PW8** K4, 6, 21 – 23, **PW9** K13)
6. The types of organisational and staffing structures found in play settings plus who is responsible for finances, personnel and marketing. (**A319** K24 – 26, **A320** K6 – 8, **A27** K13)
7. Different positive and inclusive management structures and styles within different play settings and the ways they can be used effectively. (**PW11** K7 – 9, 13, 14 – 16, 21, **A320** K9 – 20, **A321** K2)
8. The role of a skilled and competent team in ensuring the delivery of inclusive quality playwork. (**PW11** K1, 9, **B227** K1 – 6)
9. A variety of methods for helping teams improve quality by implementing procedures that include keeping knowledge up to date, planning, monitoring and evaluation. (**PW8** K29, 30, **PW10** K4 – 6, 8, **PW11** K10 – 12, K17 – 23, **A321** K4, 17, **B227** K1, 4 – 6)
10. Ways to regularly review and evaluate playworkers' performance through appraisal systems. (**PW10** K2 – 4, 6, 8 – 11, **B227** K1 – 6, **A320** K10, 15, 32, **A321** K3)
11. The importance of continuing professional development linked to career opportunities. (**PW10** K2 – 4, 6, 8 – 11, **B227** K1 – 6, **A320** K10, 15, 32, **A321** K3 – 11, 20 – 26)

## Unit submission form

# CACHE Level 3 Certificate and Level 3 Diploma in Playwork

Please complete this form and attach it to your assignment.  
The portfolio will not be accepted without this form.

### Centre

Site/Centre Code:

Site/Centre Name:

### Declaration

#### Unit 4 – The Playworker's Legal and Managerial Roles and Responsibilities in Providing a Quality Provision

Candidate Name:

Candidate PIN:

I declare that this is entirely my own work and I understand that any grades given are provisional until confirmed by CACHE.

Candidate Signature:

Date:

### Tutor Feedback

Grade awarded:

### Signatures

Tutor's Signature:

Date:

IM Signature:  
*(if chosen for sample)*

Date:

The logo for CACHE, featuring the word 'cache' in a lowercase, sans-serif font. Above the letter 'i' is a vertical line with a small dot at the top. Below the word 'cache' is the tagline 'nurturing achievement' in a smaller, lowercase font.

nurturing achievement

Apex House, 81 Camp Road  
St Albans, Hertfordshire AL1 5GB  
Tel: 0845 347 2123 [www.cache.org.uk](http://www.cache.org.uk)

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## Compensatory marking grid

### Unit 4 – The Playworker’s Legal and Managerial Roles and Responsibilities in Providing a Quality Provision

<b>Candidate</b>
Name:
PIN:
Site/Centre No:

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker	Internal moderator
<b>E1</b>	State THREE current laws that support playwork practice	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E2</b>	Describe ways the playworker can keep their knowledge of relevant legislation up to date	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E3</b>	Describe how the playworker can gain information to develop and review the policies and procedures of the setting	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E4</b>	Describe what needs to be considered when recording and sharing information in the play setting	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E5</b>	Describe the organisational structure of a play setting and the roles of the staff, including who is responsible for finance, personnel and marketing	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E6</b>	Describe the key skills a competent team would use to support quality playwork	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E7</b>	Describe TWO different management styles that would support quality playwork practice	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E8</b>	Describe ways that staff appraisal systems can promote quality playwork practice	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

## Compensatory marking grid

### Unit 4 – The Playworker’s Legal and Managerial Roles and Responsibilities in Providing a Quality Provision

Candidate	
Name:	
PIN:	
Site/Centre No:	

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker	Internal moderator
<b>E9</b>	Show an understanding of diversity and inclusive practice in relation to playwork practice	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E10</b>	Include references and a bibliography	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>D</b>	Explain why it is important to record and share information about children and young people with others	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
<b>C</b>	Explain how policies and procedures in a playwork setting underpin the rights of children and young people	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
<b>B</b>	Analyse how management styles can support effective teamwork	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
<b>A</b>	Evaluate the effects of reviewing policies and procedures in relation to quality playwork practice	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
	<b>Total</b>				
	<b>Grade</b>				

The grade for the assignment is determined by the total marks gained within the ranges shown below:

A = 80 – 100    B = 70 – 79    C = 60 – 69    D = 50 – 59    E = 40 – 49

Signature of IM if sampled

## Unit 4 – The Playworker’s Legal and Managerial Roles and Responsibilities in Providing a Quality Play Setting

Internal assignment

Choose one of the following:

- Report
- Reflective account
- Audiotape and transcript
- Guidance handbook
- Case studies
- Essay
- Diary
- Information booklet

Or another format or combination of formats, which allows you to present the following information:

- E1 State THREE current laws that support playwork practice
- E2 Describe ways the playworker can keep their knowledge of relevant legislation up to date
- E3 Describe how the playworker can gain information to develop and review the policies and procedures of the setting
- E4 Describe what needs to be considered when recording and sharing information in the play setting
- E5 Describe the organisational structure of a play setting and the roles of the staff, including who is responsible for finance, personnel and marketing
- E6 Describe the key skills a competent team would use to support quality playwork
- E7 Describe TWO different management styles that would support quality playwork practice

- E8 Describe ways that staff appraisal systems can promote quality playwork practice
- E9 Show an understanding of diversity and inclusive practice in relation to playwork practice
- E10 Include references and a bibliography
- D Explain why it is important to record and share information about children and young people with others
- C Explain how policies and procedures in a playwork setting underpin the rights of children and young people
- B Analyse how management styles can support effective teamwork
- A Evaluate the effects of reviewing policies and procedures in relation to quality playwork practice

## Unit 5 – The Playworker's Role and Responsibilities within the Local Public and Professional Community

### Context

In this unit, you will explore the issues involved in what children and young people bring with them to a play setting; their cultures, history and personal experiences and how these impact on the playworker's role. You will reflect on the importance and benefits of relating to other individuals and organisations in the community, including other professionals. You will consider ways to promote both play and playwork to the local public and professional community.

All your learning for this unit will take place within the context of the Playwork Principles described in unit one and will reflect the needs of all children and young people including those who are both disabled and non disabled.

### Learning outcomes

By the end of this course of study, you will be able to:

1. List a range of factors and experiences that affect children and young people's play behaviour, for example family circumstances, medication, play deprivation, discrimination.  
**2.1, 2.2, 2.3, 2.4, 2.5, 2.6**
2. Explain why it is important to understand transitions in children and young people's lives and how to best support them in these.  
**1.2, 1.10, 2.1 – 2.5, 3.13, 3.14, 4.1 – 4.5, 4.8, 6.5, 6.11**
3. Describe why it is important to build and maintain relationships with parents/carers and the wider family.  
**1.4, 2.6, 2.9, 5.3, 5.8, 5.9**
4. Identify information that needs to be collected about children, their families, their neighbourhood and explain why it is important to hold it.  
**6.1 – 6.8, 6.10 – 6.12, 6.13 – 6.19**
5. Identify a range of sources of professional support and information to meet the needs and interests of all children and young people.  
**2.8, 2.10, 3.11, 4.6, 4.7, 5.5, 5.9, 5.10, 6.5, 6.8, 6.10, 6.19**
6. Explain the importance and benefits of a professional network identifying organisations and individuals in the community, and the kinds of information that can be shared and the methods of offering and receiving support.  
**2.8, 2.10, 3.1, 3.11, 4.1 – 4.7, 5.5, 5.7, 5.9, 5.10, 6.1, 6.5, 6.6, 6.11, 6.18**

7. Consider methods of advocacy with community groups and organisations to support children and young people's needs.  
**1.1, 1.2, 1.3, 1.10, 5.5, 5.8**
8. Describe why it is important for play settings to work in partnership with other organisations and local authority play policies and strategies.  
**1.1, 1.2, 1.3, 1.10, 5.5, 5.8**

## Learning

1. Recognise local family, religious and neighbourhood values and cultures and how these impact on play and playwork and vice versa. (**B226** K5, **PW6** K11, 15, **PW8** K6, 14, **PW9** K12, **PW10** K7, **PW14** K4, 18)
2. Factors that can affect the ways children and young people play, eg family circumstances, medication, play deprivation, discrimination. (**PW6** K11, 13, 14, 26, 27, K32, **PW9** K9, K10, **PW13** K1)
3. The importance of building and maintaining relationships with parents/carers and the wider family, focusing on the positive outcomes this relationship may have and where possible involving them in the setting's work. (**PW8** K29, 30, **PW14** K1 – 19)
4. The information that needs to be collected about children, their families, their neighbourhood and why. (**PW15** K10 – 13)
5. Understand the transitions in children and young people's lives and how to best support them in these. (**PW6** K26, 31, 33, **PW8** K10, 13, 18, **PW15** K10)
6. Identify a range of sources of professional support and information to meet the needs and interests of all children and young people. (**PW6** K15, 38, **PW9** K12, **PW10** K8, 10, 11, **PW15** K7 – 9, **A320** K15, **A321** K12, **B226** K11, 12)
7. A broad understanding of the context in which play settings exist: including local authority play policies and strategies.
8. Methods of identifying and building relationships with other local relevant organisations and individuals in the community. (**PW14** K5, 18, **PW15** K7 – 9, **B226** K11 – 14)
9. The importance of networking, sharing information, contacts, and facilities plus working co-operatively or in partnerships with other agencies. (**PW14** K7 – 9, 14, 15, 19, **B226** K10, 15 – 16)
10. Different methods of advocacy with community groups and organisations to support children and young people's rights to play. (**PW8** 31 – 33, **B226** K1 – 9, **B227** K9, 20)
11. Regional and national play and playwork organisations and what these can offer including the Sector Skills Council for Playwork and the Children's Play Council and regulatory bodies within playwork. (**B226** K10 – 11, **A321** K12, 17 – 19)

## Unit submission form

# CACHE Level 3 Certificate and Level 3 Diploma in Playwork

Please complete this form and attach it to your assignment.  
The portfolio will not be accepted without this form.

### Centre

Site/Centre Code:

Site/Centre Name:

### Declaration

#### Unit 5 – The Playworker’s Role and Responsibilities within the Local Public and Professional Community

Candidate Name:

Candidate PIN:

I declare that this is entirely my own work and I understand that any grades given are provisional until confirmed by CACHE.

Candidate Signature:

Date:

### Tutor Feedback

Grade awarded:

### Signatures

Tutor's Signature:

Date:

IM Signature:

*(if chosen for sample)*

Date:

**cache**  
nurturing achievement

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## Compensatory marking grid

### Unit 5 – The Playworker's Role and Responsibilities within the Local Public and Professional Community

<b>Candidate</b>
Name:
PIN:
Site/Centre No:

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker	Internal moderator
<b>E1</b>	Describe briefly a minimum of THREE different factors or experiences that may affect children and young people's play behaviour	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E2</b>	Describe ways to support children and young people through times of transition	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E3</b>	Give a minimum of THREE reasons why the playworker should establish and maintain relationships with parents and the wider family	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E4</b>	Describe the information a play setting needs to collect about children, their families and their neighbourhood	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E5</b>	Describe the role of THREE different organisations that offer professional support and information to meet the needs and interests of children and young people	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E6</b>	Describe ways the setting can work in partnership with each of the organisations identified in E5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E7</b>	Describe the kinds of information that can be shared between playworkers and others as part of a professional network	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

## Compensatory marking grid

### Unit 5 – The Playworker's Role and Responsibilities within the Local Public and Professional Community

<b>Candidate</b>
Name:
PIN:
Site/Centre No:

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker	Internal moderator
<b>E8</b>	Describe TWO ways the playworker could advise and inform community groups and organisations about the needs and interests of children and young people	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E9</b>	Show an understanding of diversity and inclusive practice in relation to playwork practice	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E10</b>	Include references and a bibliography	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>D</b>	Explain why each of the factors identified in E1 may affect children and young people's play behaviour	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
<b>C</b>	Explain why it is important for playworkers to work in partnership with other organisations and local authority play policies	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
<b>B</b>	Analyse how different methods of advocacy with community groups and organisations can support the needs and interests of children and young people	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
<b>A</b>	Evaluate the effectiveness of different ways of supporting children and young people through transition and change	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
	<b>Total</b>				
	<b>Grade</b>				

The grade for the assignment is determined by the total marks gained within the ranges shown below:  
A = 80 – 100    B = 70 – 79    C = 60 – 69    D = 50 – 59    E = 40 – 49

Signature of IM if sampled

## Unit 5 – The Playworker’s Role and Responsibilities within the Local Public and Professional Community

Internal assignment

Choose one of the following:

- Report
- Reflective account
- Audiotape and transcript
- Guidance handbook
- Case studies
- Essay
- Diary
- Information booklet

Or another format or combination of formats, which allows you to present the following information:

- E1 Briefly describe a minimum of THREE different factors or experiences that may affect children and young people's play behaviour
- E2 Describe ways to support children and young people through times of transition
- E3 Give a minimum of THREE reasons why the playworker should establish and maintain relationships with parents and the wider family
- E4 Describe the information a play setting needs to collect about children, their families and their neighbourhood
- E5 Describe the role of THREE different organisations that offer professional support and information to meet the needs and interests of children and young people
- E6 Describe ways the setting can work in partnership with each of the organisations identified in E5

- E7 Describe the kinds of information that can be shared between playworkers and others as part of a professional network
- E8 Describe TWO ways the playworker could advise and inform community groups and organisations about the needs and interests of children and young people
- E9 Show an understanding of diversity and inclusive practice in relation to playwork practice
- E10 Include references and a bibliography
- D Explain why each of the factors identified in E1 may affect children and young people's play behaviour
- C Explain why it is important for playworkers to work in partnership with other organisations and local authority play policies
- B Analyse how different methods of advocacy with community groups and organisations can support the needs and interests of children and young people
- A Evaluate the effectiveness of different ways of supporting children and young people through transition and change

## Unit 6 – Reflective Playwork in Practice

### Context

In this unit, you will explore the purpose, issues and practicalities of reflective playwork practice. You will consider various reflective methods including observations that will enable you to extend your practice. This unit will enable you to extend your knowledge, skills and experience of working with children and young people aged 4 - 16 years in a variety of play and playwork settings.

All your learning for this unit will take place within the context of the Playwork Principles described in unit one and will reflect the needs of all children and young people including those who are both disabled and non disabled.

### Learning outcomes

By the end of this course of study, you will be able to:

1. Explain the purpose of reflective playwork practice and why collecting and analysing information on children and young people's preferences are important.  
**2.6, 2.17**
2. Explain why it is important for playworkers to know and understand exactly what needs to be observed in order to create affective play spaces that support self-directed play.  
**1.10, 2.13, 2.16, 2.17**
3. Explain the ethical and legal requirements that need to be considered for recording observations in order to create affective play spaces that support self-directed play.  
**1.10, 2.4, 2.6, 6.7, 6.8, 6.13**
4. Explain why a playworker needs to observe and make links between the physical and affective play environment, different play types and the play cycle.  
**1.10, 2.4, 2.6, 2.13, 2.16, 2.17**
5. Describe why it is important for the playworker to use playwork theory to reflect upon and understand their own feelings, responses, interactions and interventions with children and young people.  
**2.4, 2.6, 2.13, 2.16, 2.17**
6. Describe why it is necessary to carry out different types of observations (leading to different techniques for recording) including the interaction of playworkers, the play space, and children and young people's play.  
**2.6 – 2.19**
7. Explain why it is important to use reflective analysis as a basis for mentoring or supervision particularly during times when beliefs, values and feelings are challenged.  
**2.10, 2.13, 2.16, 2.17**
8. Describe how observations and reflective practice supports personal and organisational development plans.  
**2.13, 2.14, 2.17**

## Learning

1. Drawing on your own experience and knowledge explore the purpose of reflective playwork practice and why collecting and analysing information on children and young people's preferences are important. (**PW9** K2, **PW10** K1 – 3)
2. The importance of knowing and understanding exactly what needs to be observed in order to create affective play spaces that support self-directed play. (**PW9** K5, 7, 8, 19, 28, **PW10** K1)
3. The ethical and legal requirements of carrying out observations on children and young people playing including keeping a reflective diary: what should and should not be included and issues of confidentiality. (**PW9** K11, 12, 14, 26)
4. The importance of the playworker observing and making links between the physical play and effective play environment, different play types and play spaces to ensure that they reflect children and young people's preferences. (**PW9** K16, 17, **PW10** K2)
5. The importance of the playworker observing interactions and interventions by other playworkers with children, young people and others to help reflect on their own and others practice. (**PW9** K11, 12, 17, 24, 27, 31)
6. The importance of the playworker using playwork theory to reflect upon and understand their own feelings, responses and interventions with children and young people. (**PW9.3** K2, 3, 31)
7. Techniques for recording different types of observations including the interaction of playworkers, the play space, and children and young people's play that may lead to greater reflection of their own practice. (**PW10** K2, 5, 6)
8. Techniques for reflective analysis including questioning oneself and other adults, suggesting alternatives, testing ideas keeping an open mind, viewing things from different perspectives, considering consequences, self assessment or quality assurance frameworks, and asking what if. (**PW9** K4, 5, 6, 11, **PW10** K4)
9. Be clear on how to use the observations effectively including further and or later individual reflection, comparing and discussing with colleagues or other playworkers. (**PW10** K5, 6, 7)
10. The importance of using reflective analysis as a basis for mentoring or supervision particularly during times when beliefs, values and feelings are challenged. (**PW10** K5, 6, 7 )
11. The importance of using reflective practice and evaluation for future personal and organisational development plans, continuing professional development and to help meet quality assurance schemes. (**PW10** K2, 8, 9, 10, 11)

## Unit submission form

### CACHE Level 3 Diploma in Playwork

Please complete this form and attach it to your assignment.  
The portfolio will not be accepted without this form.

#### Centre

Site/Centre Code:

Site/Centre Name:

#### Declaration

##### Unit 6 – Reflective Playwork in Practice

Candidate Name:

Candidate PIN:

I declare that this is entirely my own work and I understand that any grades given are provisional until confirmed by CACHE.

Candidate Signature:

Date:

#### Tutor Feedback

Grade awarded:

#### Signatures

Tutor's Signature:

Date:

IM Signature:  
*(if chosen for sample)*

Date:



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<b>Candidate</b>
Name:
PIN:
Site/Centre No:

## Compensatory marking grid

### Unit 6 – Reflective Playwork in Practice

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker	Internal moderator
<b>E1</b>	Include the observations in the appendix	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E2</b>	Describe the ethical and legal requirements to be considered when carrying out and recording observations	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E3</b>	State the components of the play cycle observed in the observations	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E4</b>	State the play types seen in the observations	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E5</b>	Describe which components of the play cycle and which play types were NOT seen in the observations	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E6</b>	Describe the interactions and interventions observed between the playworkers and the children and/or young people	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E7</b>	Describe ways the playworker can use observations for individual or group reflective analysis and planning	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E8</b>	Consider your own understanding of reflective practice as a result of these observations (E1)	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

## Compensatory marking grid

### Unit 6 – Reflective Playwork in Practice

<b>Candidate</b>
Name:
PIN:
Site/Centre No:

Criteria	Description	Internal marker (Circle mark achieved)	Internal moderator (Circle mark achieved)	Resubmission/upgrade	
				Internal marker	Internal moderator
<b>E9</b>	Show an understanding of diversity and inclusive practice in relation to playwork practice	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>E10</b>	Include references and a bibliography	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>D</b>	Explain how reflective analysis can be used as a basis for mentoring and supervision	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
<b>C</b>	Explain why it is important for the playworker to use playwork theory when collecting and analysing observations of children and young people.	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
<b>B</b>	Analyse how observations and reflective practice support personal and organisational development plans	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
<b>A</b>	Evaluate the role of reflective analysis in helping to achieve quality playwork provision	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
	<b>Total</b>				
	<b>Grade</b>				

The grade for the assignment is determined by the total marks gained within the ranges shown below:

A = 80 – 100      B = 70 – 79      C = 60 – 69      D = 50 – 59      E = 40 – 49

Signature of IM if sampled

## Unit 6 – Reflective Playwork in Practice

Internal assignment

Choose one of the following:

- Report
- Reflective account
- Audiotape and transcript
- Guidance handbook
- Case studies
- Essay
- Diary
- Information booklet

Or another format or combination of formats, which allows you to present the following information:

Carry out at least THREE observations over a period of time of children and/or young people playing and TWO observations of playwork teams at work. Record exactly what you see and include the FIVE observations in an appendix to this assignment.

- E1 Include the observations in the appendix
- E2 Describe the ethical and legal requirements to be considered when carrying out and recording observations
- E3 State the components of the play cycle observed in the observations
- E4 State the play types seen in the observations
- E5 Describe which components of the play cycle and which play types were NOT seen in the observations
- E6 Describe the interactions and interventions observed between the playworkers and the children and/or young people

- E7 Describe ways the playworker can use observations for individual or group reflective analysis and planning
- E8 Consider your own understanding of reflective practice as a result of these observations (E1)
- E9 Show an understanding of diversity and inclusive practice in relation to playwork practice
- E10 Include references and a bibliography
- D Explain how reflective analysis can be used as a basis for mentoring and supervision
- C Explain why it is important for the playworker to use playwork theory when collecting and analysing observations of children and young people
- B Analyse how observations and reflective practice support personal and organisational development plans
- A Evaluate the role of reflective analysis in helping to achieve quality playwork provision

## Record of the grades achieved for the CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Playwork

Grades achieved	Unit grade: Grade A		Unit grade: Grade B		Unit grade: Grade C		Unit grade: Grade D		Unit grade: Grade E		Points/unit	Points/grade
	Hour/unit	No. of incs	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points		
<b>Unit 1:</b> An introduction to Play and Playwork in the Lives of Children and Young People including the Principles, Values and Professional Context	60	2	5	10	4	8	3	6	2	4	1	Award point:  Award grade: Pass <input type="checkbox"/> Refer <input type="checkbox"/>
<b>Unit 2:</b> Ways in which Playworkers Relate to, Support and Safeguard Children and Young People in Play Settings	60	2	5	10	4	8	3	6	2	4	2	Award point: -1  ÷ Certificate points:  = Total points:  Certificate grade:
<b>Unit 3:</b> The Playworker's Roles and Responsibilities in Creating and Resourcing Inclusive and Challenging Play Environments	60	2	5	10	4	8	3	6	2	4	2	Award point: -1  ÷ Certificate points:  = Total points:  Certificate grade:
<b>Unit 4:</b> The Playworker's Legal and Managerial Roles and Responsibilities in Providing a Quality Play Provision	60	2	5	10	4	8	3	6	2	4	2	Award point: -1  ÷ Certificate points:  = Total points:  Certificate grade:
<b>Unit 5:</b> The Playworker's Role and Responsibilities within the Local Public and Professional Community	60	2	5	10	4	8	3	6	2	4	2	Award point: -1  ÷ Certificate points:  = Total points:  Certificate grade:

Multiple choice paper examination: Pass only

## Record of the grades achieved for the CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma in Playwork

Grades achieved	Unit grade: Grade A		Unit grade: Grade B		Unit grade: Grade C		Unit grade: Grade D		Unit grade: Grade E		Points/unit	Points/grade	
	Hour/unit	No. of incs	Grade value	Points	Grade value	Points	Grade value	Points	Grade value	Points			
<b>Unit 6:</b> Reflective Playwork in Practice	60	2	5	10	4	8	3	6	2	4	1	2	Certificate points: + Diploma points: = Diploma grade: Qualification grade:

### No of increments in grade value = points for unit assessment

To achieve the CACHE Level 3 Diploma in Playwork candidates must achieve the CACHE Level 3 Award in Playwork; the CACHE Level 3 Certificate in Playwork; and achieve the required assessment for the Level 3 Diploma.

Points achieved are cumulative and are carried forward to the grades awarded for the Certificate and Diploma.

### CACHE Level 3 Certificate in Playwork

Candidates must achieve the CACHE Level 3 Award in Playwork and:

36 - 41 points	A
30 - 35 points	B
24 - 29 points	C
16 - 23 points	D
9 - 15 points	E

### CACHE Level 3 Diploma in Playwork

Candidates must achieve the CACHE Level 3 Certificate in Playwork and:

47 - 51 points	A
37 - 46 points	B
26 - 36 points	C
17 - 25 points	D
11 - 16 points	E



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## Guidance for awarding marks

These descriptions provide general guidance. They indicate the level of work that is required. The descriptions should be applied to the requirements of the grading criteria. Final grades are determined by the total mark achieved. It may be possible for a candidate to achieve an E grade even though all criteria have not been attempted or awarded any marks.

<b>E1</b>	The candidate demonstrates a basic knowledge and understanding of the subject but there are significant omissions.	The candidate demonstrates a basic knowledge and understanding of the subject with few omissions.	The candidate demonstrates a sound knowledge and understanding of the subject.
<b>E2</b>			
<b>E3</b>			
<b>E4</b>			
<b>E5</b>			
<b>E6</b>	<b>For each E criteria:</b>		
<b>E7</b>	<b>0 1</b>	<b>2 3</b>	<b>4 5</b>
<b>E8</b>			
<b>E9</b>	The candidate demonstrates some understanding of individual needs and responses but is not consistent throughout.	The candidate demonstrates a broad understanding of individuality but is not consistent throughout.	The candidate demonstrates an intrinsic understanding of individuality and their role in responding to individual needs.
	<b>0 1</b>	<b>2 3</b>	<b>4 5</b>
<b>E10</b>	The candidate gives at least one relevant reference or lists a source in a bibliography.	The candidate clearly gives at least one relevant reference. The source is listed at the end of the assignment.	The candidate clearly gives at least two different relevant references. The source(s) are clearly listed in a bibliography.
	<b>0 1</b>	<b>2 3</b>	<b>4 5</b>
<b>D</b>	The candidate demonstrates a basic and relevant application of knowledge and understanding but there are significant omissions.	The candidate demonstrates a basic and relevant application of knowledge and understanding with few omissions.	The candidate demonstrates a full and relevant description of an application of knowledge and understanding.
	<b>0 1 2 3</b>	<b>4 5 6 7</b>	<b>8 9 10</b>
<b>C</b>	The candidate provides a brief explanation relevant to the subject.	The candidate provides a sound but largely unsupported explanation relevant to the subject.	The candidate provides a full explanation, well supported by relevant examples and/or evidence.
	<b>0 1 2 3</b>	<b>4 5 6 7</b>	<b>8 9 10</b>

## Guidance for awarding marks

<b>B</b>	<p>The candidate compares some aspects.</p> <p><b>0 1 2 3 4 5</b></p>	<p>The candidate compares some aspects, demonstrating the relative impact of some of these.</p> <p><b>6 7 8 9 10</b></p>	<p>The candidate provides a full range of relevant information, demonstrating the relative impact of each aspect.</p> <p><b>11 12 13 14 15</b></p>
<b>A</b>	<p>The candidate draws a basic conclusion or makes a judgement without supporting evidence.</p> <p><b>0 1 2 3 4 5</b></p>	<p>The candidate draws a conclusion or makes a judgement based on some of the evidence available.</p> <p><b>6 7 8 9 10</b></p>	<p>The candidate draws a valid conclusion or makes a reasoned judgement based on a comprehensive evaluation of the evidence.</p> <p><b>11 12 13 14 15</b></p>

A = 80 – 100  
 B = 70 – 79  
 C = 60 – 69  
 D = 50 – 59  
 E = 40 – 49

# Section 5

## About CACHE

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## Section 5 – About CACHE

### What is CACHE?

Council for Awards in Children's Care and Education (CACHE).

CACHE is the leading provider of nationally recognised qualifications in early years care and education, and in playwork. Its courses and qualifications (shown on the back cover) provide the underpinning knowledge and practical training for child care and education practitioners who work with children and families in a wide range of settings. The settings include childminding, play groups, crèches, nursery, infant or primary schools or classes, day nurseries, family centres, play settings and hospitals within the public, private and voluntary sectors. The Council also awards Key Skills, NVQs for Teaching Assistants, Assessors and Verifiers Units, NVQs in Children's Care Learning and Development, NVQs in Playwork and NVQs in Care for those involved in working with children, families and young people in the voluntary, public or private sectors.

### CACHE Mission statement

'CACHE is dedicated to raising the professional standards of children and young people's care and education and to offer the best quality courses and qualifications as a service to children and their families.'

### CACHE Equality and diversity policy

CACHE and its Board of Trustees value diversity. We believe that a variety of backgrounds enriches all aspects of life.

CACHE fully believes that all individuals should be treated fairly, with respect and dignity in their employment and in their learning.

CACHE requires its approved Centres to have their own diversity/equality policy. We will encourage Centres to create a positive environment for candidates and those who have responsibility for the recruitment, teaching and the assessment of these candidates.

CACHE will continue to promote the development and understanding of diversity and inclusive practice throughout all products and activities relating to our qualifications. This includes curricula, publications, training and assessment procedures.

CACHE is committed to complying fully with current and future legislation and requirements from regulators and to develop lead practice in the areas of diversity and inclusion.

This CACHE statement will evolve to reflect the changing laws and mores of our society and this will be reflected in all policies and procedures.

## CACHE Statement of values

This statement of values should underpin the content and delivery of the syllabus for this qualification and every aspect of the assessment.

The CACHE candidate will:

- Put the child first by:
  - ensuring the child's welfare and safety
  - showing compassion and sensitivity
  - respecting the child as an individual
  - upholding the child's rights and dignity
  - enabling the child to achieve their full learning potential
- Never use physical punishment
- Respect the parent, or those in a parenting role, as the primary carer and educator of the child
- Respect the contribution and expertise of staff in the child care, education and playwork field and other professionals with whom they may be involved
- Respect the customs, values and spiritual beliefs of the child and their family
- Uphold the Council's Equality and diversity Policy
- Honour the confidentiality of information relating to the child and their family, unless its disclosure is required by law or is in the best interest of the child.

# Section 6

## Mapping to the wider curricular

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Section 6 – Mapping to the wider curricular

**CACHE Level 3 Award, Level 3 Certificate and Level 3 Diploma  
in Playwork**

Unit Title	Spiritual moral, ethical and cultural	Social	Legislative	Economic	Sustainable development	Health and safety	European developments
1.	✓	✓	✓	✓	✓	✓	✓
2.	✓	✓	✓	✓	✓	✓	✓
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## Section 7

The CACHE website:  
[www.cache.org.uk](http://www.cache.org.uk)

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## Section 7 – The CACHE website: [www.cache.org.uk](http://www.cache.org.uk)

The CACHE website offers a variety of resources to support candidates and Centres.

These include the following **CACHE procedures**:

- Re-mark enquiry
- Appeals
- Complaints
- Malpractice
- Diversity Statement

Useful publications offering additional guidance include:

- **Finding the Level** helps you understand the different levels of demand when studying for CACHE qualifications
- **Assignment Guidance** supports tutors and candidates with the assessment requirements of CACHE unit assignments
- **Little Book of Qualifications** available on the CACHE website

### eIngage – for CACHE Centres

If your Centre is registered to use eIngage on the CACHE website and you have a username and password, you will be able to register your candidates for the CACHE qualifications online. You could also take advantage of the following benefits:

- Certificate Claim/Mark Record Summary Sheet (MRSS) – Provides a list of your candidates in alphabetical order, which is then used to claim for certificates
- Externally Assessed Confirmation of Entry (EACOE) – Allows you to view a list of candidates due to sit a particular examination
- External Assessment Results List – Enables you to view the results of your candidates for particular examinations
- Pass List – Shows all candidates at your Centre who have been issued with a qualification certificate in the last three months

If you would like to access eIngage but you are not currently registered to do so, you can email [reg.cert@cache.org.uk](mailto:reg.cert@cache.org.uk) to be provided with a username and login details.

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## Handbook feedback for: Level 3 Award, Level 3 Certificate and Level 3 Diploma in Playwork

Please use this form to let us know what you think of this handbook. Examples of the things we would like to know are:

- does the handbook contain everything you need?
- what you did or did not like about the handbook
- was it easy to find the information you needed?
- any other comments or suggestions about the handbook

### Your comments

There is a larger comments box overleaf if needed.

### Your contact details

Please write your contact details here so we can respond to your comments.

Post or fax to: CACHE Qualifications and Services Manager

CACHE

Apex House

81 Camp Road

St. Albans

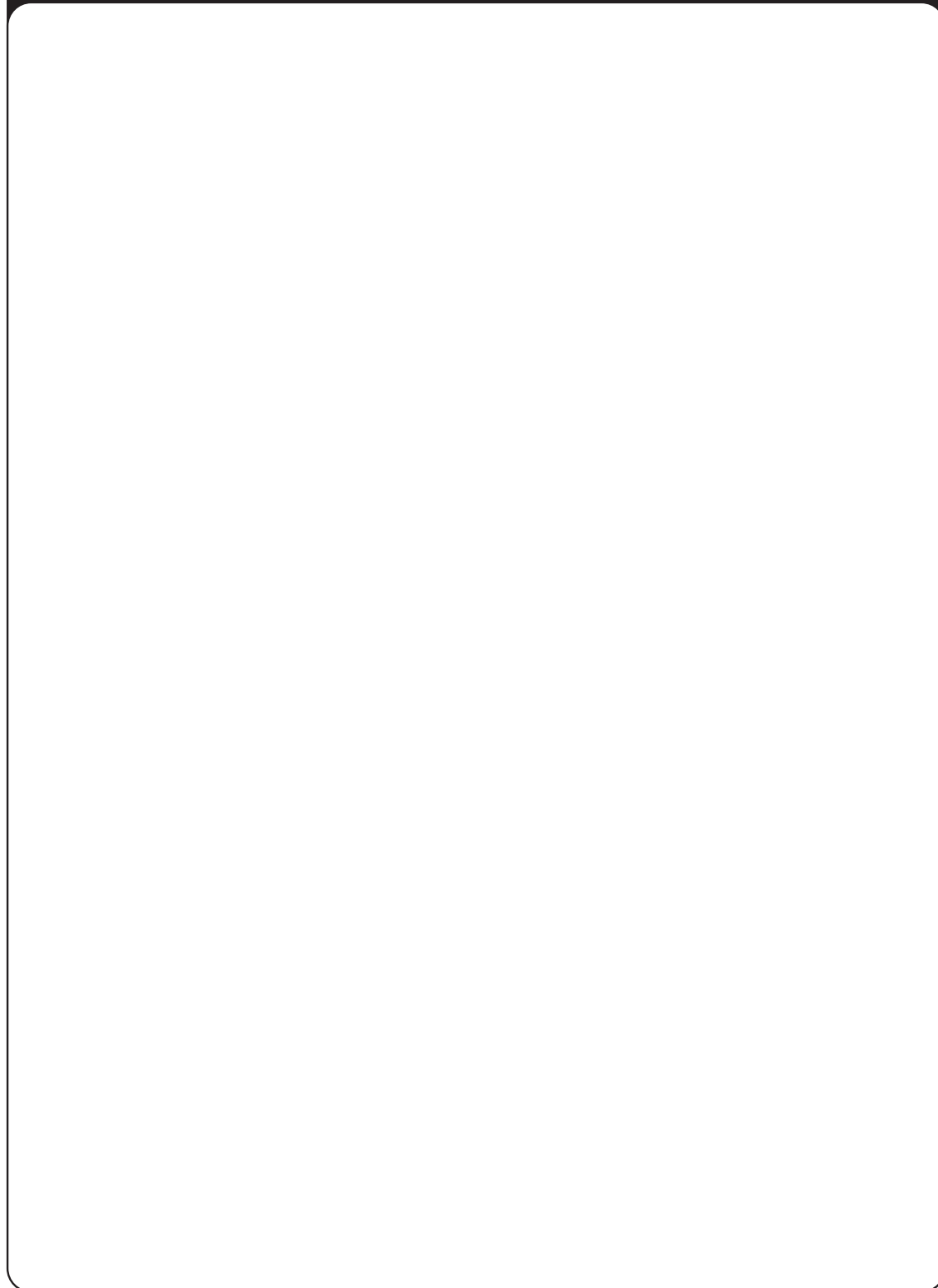
Herts

AL1 5GB

Fax: 01727 818613



**Your comments continued\***



\* If you complete this box and are faxing this form to us, please remember to fax both sides.

# Council for Awards in Children's Care and Education (Incorporating CEYA, NNEB and NAMCW)

Patron: Her Majesty The Queen

## CACHE awards on the National Qualifications Framework:

### Vocational Related Qualifications (VQs):

- CACHE Entry Level Certificate in Preparation for Childcare
- CACHE Level 1 Award in Getting Started in a Pre-school Setting
- CACHE Foundation Award in Caring for Children
- CACHE Level 2 Award/Certificate/Diploma in Child Care and Education
- CACHE Level 2 Certificate in Children's Care, Learning and Development
- CACHE Level 2 Certificate in Pre-school Practice
- CACHE Level 2 Certificate in Supporting Playwork Practice
- CACHE Level 2 Award/Certificate/Diploma in Playwork
- CACHE Level 2 Certificate in Early Years Care and Education (Welsh Medium)
- CACHE Level 2 Award/Certificate in Support Work in Schools
- CACHE Level 2 Certificate in Supporting Teaching and Learning in Schools
- CACHE Level 3 Early Years Foundation Stage Practice
- CACHE Level 3 Award/Certificate/Diploma in Child Care and Education
- CACHE Level 3 Certificate in Children's Care, Learning and Development
- CACHE Level 3 Award/Certificate/Diploma in Playwork
- CACHE Level 3 Certificate of Professional Development in Work with Children and Young People
- CACHE Level 3 Diploma in Home-Based Childcare
- CACHE Level 3 Diploma in Pre-school Practice
- CACHE Level 3 Diploma in Playgroup Practice in Wales
- CACHE Level 3 Diploma in Early Years Care and Education (Welsh Medium)
- CACHE Level 3 Award/Certificate/Diploma in Support Work in Schools
- CACHE Level 3 Certificate in Supporting Teaching and Learning in Schools
- CACHE Level 3 Award in Early Years and Child Care for Playworkers
- CACHE Level 3 Award in Playwork for Early Years and Child Care Workers
- CACHE Level 4 Certificate in Managing Quality Standards Children's Services

### National Vocational Qualifications (NVQs):

- CACHE NVQ Levels 2, 3 and 4 in Children's Care, Learning and Development
- CACHE NVQ Level 3 in Health and Social Care (Children and Young People)
- CACHE NVQ Levels 2 and 3 in Playwork
- CACHE NVQ Levels 2 and 3 in Supporting Teaching and Learning in Schools
- CACHE Levels 3 and 4 Assessor and Verifier Awards

### Other CACHE qualifications:

- The Key Skills Units



All our handbooks are printed on paper sourced from sustainable forests.

*(N.B. This list was correct at time of going to print. Qualifications may be added, or end, at a future date).*

### Council for Awards in Children's Care and Education

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