



CACHE Level 2 Award, Level 2 Certificate and Level 2 Diploma in Playwork

CACHE Level 2 Award, Level 2 Certificate and Level 3 Diploma in Playwork

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Introduction

Please note – This document is intended as guidance and is not mandatory

This assignment guidance is intended to assist tutors and candidates to understand the requirements of the assignment criteria. It includes some examples of ways to meet the criteria.

This guidance does not indicate the requirements for a specific grade.

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*Note: Unit 4 is a MCQ paper therefore no guidance

Unit 1 – Children's play and playwork

Assignment task: What do you have to do?

At the end of a playscheme, a review and planning meeting was held. At this meeting, it was agreed that a new website would be created before the next playscheme to inform children, parents and staff of the importance of children's play and playwork.

To help you make a positive contribution to the next team meeting you have been asked to research and prepare notes, which contribute to the content on the website about:

- Playwork Principles
- Play types
- Stages of the play cycle
- Intervention to support freely chosen, self-directed play
- The use of observations to help identify children and young people's play needs and wants
- The importance of developing positive relationships with children and young people to support their play
- Consulting with children and young people about their play needs and wants
- How adult behaviour can affect children and young people's play

You can submit your work in a format of your choice, keeping in mind that your notes may be used as content for the website.

Your completed work should not exceed 2,000 words. There is no lower word limit. Work that is more than 10% above the word limit will not be marked. References and quotations within the text are not included in the word limit.

Unit 1 – Children’s play and playwork

Criteria	Grading Criteria	Guidance
P1	Identify how the Playwork Principles support children and young people’s play.	Refer to the Playwork Principles and give examples of how these help to develop the good practice in playwork which will support children and young people’s play such as: play centred, play processes, developing policies, reflective practice, sensitive intervention and how the playworker helps children create effective play spaces.
P2	Explain what is meant by freely-chosen and self-directed play.	Show understanding of the meaning of freely-chosen and self-directed play. Examples could be used to help to provide explanations and these could refer to the Playwork Principles.
P3	Provide information on a range of play types that are commonly identified by playworkers.	Give information about the play types that can be seen in children and young people’s play. Examples could be included in the information.
P4	Identify the main stages of the play cycle.	List and describe briefly the most commonly observed stages of the play cycle.
P5	Give examples of when a playworker may intervene to support children’s freely-chosen play.	Examples could include situations such as: child/young person asks for help; to maintain physical safety and emotional security; to extend play; if invited.
P6	Describe how observations of children and young people can be used to identify their play needs and wants.	Write about how observations can show what a child needs to play, e.g. suitable resources to complete a play activity/food & drink AND what a child wants (but may not need): e.g. play station/sweets or fizzy drinks.
P7	Describe ways the playworker can develop relationships with all children and young people in the play setting.	Give more than one way to build two-way relationships that are appropriate and professional, e.g. listening carefully and respecting children’s ideas helps to build relationships because...
P8	Give reasons why a playworker should help children and young people to feel valued and involved in their choice of play.	Give more than one reason that could include: to raise self-esteem, build trust, empower children, develop life skills, meet individual needs.

Unit 1 – Children’s play and playwork (continued)

Criteria	Grading Criteria	Guidance
P9	Describe how relationships between children and young people and the playworker can be supported by a positive response to specific play requests.	Show how relationships can be supported by responding positively to children's requests and how this helps to maintain the trust and respect between the children/young people and the playworker.
P10	Include relevant references and a list of resources used to support this work.	At least ONE (1) reference should be made in the text to a relevant resource. Include a list of resources used, at the end of the assignment.
M1	Describe how the playworker can help children and young people accept and value each other's differences.	Give ways that help children's understanding and acceptance of personal differences and individuality. This could also be reflected within P1, P2, P3, P5, P6, P7, P8, P9 when considering meeting individual needs.
M2	Explain why playworkers should understand playwork theories when observing children and young people during play.	A development of P3, P4, P6. Give detailed reasons why understanding playwork theories can help to explain children's play and behaviour and enable the playworker to respond appropriately. Theories which could be included may be: play types, play cycle, loose parts and other relevant theories.
D1	Explain how the attitude and approach of the playworker can affect children and young people's involvement in play.	Consider in detail how children's play can be affected by the playworker. Answers could include positive and negative effects and be supported by relevant examples and reference to research, where appropriate.

Unit 2 – Planning and supporting play

This reflective diary provides the assessment for the unit. There are two tasks.

You will undertake some playwork practice over a period of time, either in your own play setting or in a placement at a play setting. You must use this experience to reflect on and develop your playwork practice.

Task A: What do I have to do?

Each time you attend the play setting, keep a diary to record what you do and what you observe. This diary should also show how your observations of the children and young people could be used to support plan and support children and young people's play.

This diary must be submitted as an appendix to your work in Task B.

This assessment will not be marked without your diary.

Task B: What do I have to do?

Using the information in your diary, write **a reflective account** that will show how you can develop your playwork practice.

You must use examples from your diary to complete your reflective account so that you provide information on your own experiences and meet the criteria. Your diary should help you to consider the ways that your play setting undertakes planning and supporting play.

Notes about play setting diaries

A diary can take many forms, for example it could be:

- A written daily journal
- A notebook where you write down experiences that you have and make you think
- A scrapbook with mind maps, diagrams, thought balloons, plans, layouts of the setting, notes of meetings
- A tape or digital recording

Keeping notes on your experiences and achievements will:

- help you to remember and think about what happened – both good and not so good experiences – so that you can reflect on these and show what you have learned, still need to learn and how you think your practice can be improved
- help you to develop your playwork practice.

Your notes should:

- be useful to you
- be honest
- record your thoughts, feelings and opinions
- include positive and not so positive experiences
- be recorded in a confidential way, that is: that any child or adult, or the play setting you write about, cannot be identified by name or in a photograph

Your completed work for **Task B** should not exceed **2,000 words**. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** References and quotations within the text are not included in the word limit.

Throughout your assignment, it is essential that you refer to and give examples from your reflective diary.

Unit 2 – Planning and supporting play		
Criteria	Grading Criteria	Guidance
P1	List the main points the playworker should consider when creating a play space for children and young people.	Make a list of the main points to consider. This could include: physical environment, the children who use it, resources, type of provision, (e.g. adventure playground), legal requirements (e.g. health & safety) children's views, ages and stages of development, accessibility.
P2	Identify a range of loose parts that children may choose to use in a playsetting.	Provide a list or give a range of examples of suitable materials and resources that show understanding of the theory of loose parts e.g. off-cuts of wood, shells, boxes.
P3	Give ONE (1) example that describes how the playworker can adapt the play space to meet the needs of an individual child.	Refer to your reflective diary and give one example. The example should show the adaptations that were made to meet individual needs, such as ramps, cooking ingredients, play equipment.
P4	State how playworkers can minimise the risks for children when planning play.	This could include: identifying hazards, assessing risks, different levels of supervision, policies and procedures. An example from your diary could help to support your work.
P5	Identify the key points to consider when balancing the need for all children to experience risky play within the health and safety requirements of the play setting.	Give key points such as: the benefits of risky play, policies and procedures, a sense of achievement, parental attitudes, abilities of the individuals; the ages and stages of the children.
P6	Give examples of what a playworker needs to consider after a play session.	Give more than one example. These could include: what went well/not so well, what you could do differently and why, improving skills, feedback from children and and young people.
P7	Describe how observing children and young people at play may contribute to reflective practice.	Use examples from your reflective diary to describe how observations have informed your thoughts about children at play. This could include: first hand information about play types, interests, preferences, play cycle...

Unit 2 – Planning and supporting play (continued)

Criteria	Grading Criteria	Guidance
P8	Identify sources of help and information about further training and development for playworkers.	Give more than one source of help and information which could be sought from inside and outside of your organisation, e.g. talk to your supervisor, get a college prospectus, look in the library, internet.
P9	Provide information about how to promote inclusion when planning and supporting children's play.	This could be provided within P1, P3, P5, P7 & P8 when considering meeting individual needs.
P10	Include relevant references and a list of resources that you used to support your work.	At least ONE (1) reference should be made in the text to a relevant resource. Include a list of resources used, at the end of the assignment.
M1	Explain how to bring children and young people's play to an end through sensitive intervention.	Use examples from your reflective diary to show how intervention in children's play was successful and positive in bringing children's play to an end, e.g. in response to a play cue, by giving appropriate warnings and notice, or reminding children and young people of pre-agreed arrangements.
M2	Describe how working with children and young people may affect playworkers emotionally.	Information could include both positive and negative examples, e.g. positive – when a child achieves something for the first time with your support; negative – when a child tells you something that upsets you.
D1	Explain why reflecting on all aspects of your practice can help to improve your own playwork practice.	Consider in detail the different ways reflection is useful to gain knowledge about the positive and negative aspects of the playworker's practice e.g. it will inform the playworker about how they work with children, the implications of their involvement as an adult and possible ways to improve.

Unit 3 – Playwork provision that supports children and young people's play and development

This reflective diary provides the assessment for the unit. There are two tasks.

You will undertake some playwork practice over a period of time, either in your own play setting or in a placement at a play setting. You must use this experience to reflect on and develop your playwork practice.

Task A: What do I have to do?

Each time you attend the play setting, keep a diary to record what you do and what you observe. Your diary should also show how your observations of the children and young people could be used to support children and young people's play and development. This diary must be submitted as an appendix to your work in Task B. This assessment will not be marked without your diary.

Task B: What do I have to do?

Using the information in your diary, write a reflective account that will show:

- how organisational frameworks support children and young people's right to play
- how the playworker can support the development of children and young people through play
- how a team can work together to support play

You must use examples from your diary to complete the reflective account so that you provide information on your own experiences and meet the criteria. Your diary should help you to consider the ways that your play setting supports the play and development of children and young people.

Notes about play setting diaries

A diary can take many forms, for example it could be:

- A written daily journal
- A notebook where you write down experiences that you have and make you think
- A scrapbook with mind maps, diagrams, thought balloons, plans, layouts of the setting, notes of meetings
- A tape or digital recording

Keeping notes on your experiences and achievements will:

- help you to remember and think about what happened – both good and not so good experiences – so that you can reflect on these and show what you have learned, still need to learn and how you think your practice can be improved
- help you to develop your playwork practice
- help you to reflect on organisational practice.

Your notes should:

- be useful to you
- be honest
- be a record of your thoughts, feelings and opinions
- include positive and not so positive experiences
- be recorded in a confidential way, that is: that any child or adult, or the play setting you write about, cannot be identified by name or in a photograph.

Your completed work for **Task B** should not exceed **2,000** words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** References and quotations within the text are not included in the word limit.

Throughout your assignment, it is essential that you refer to and give examples from your reflective diary.

Unit 3 – Playwork provision that supports children and young people's play and development		
Criteria	Grading Criteria	Guidance
P1	Identify how the Playwork Principles support all children and young people's right to play.	Provide a list or give a range of examples. This could include the understanding that: play is natural; it is freely chosen and personally directed, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
P2	Give reasons why it is important to consult and involve children and young people in decision making.	Reasons could include: to make sure the children feel that their views and opinions have been listened to and respected; to build a relationship with children and young people; to encourage mutual understanding, respect and honesty.
P3	Describe how policies and procedures in the playsetting support the rights of children and young people.	Name and write about the relevant policies and procedures in your play setting that are related to legislation for the rights of children and young people. Your diary could help to show how these support your practice.
P4	Identify ways that children and young people's development affects their play needs and wants.	Give more than one way to show how the stage of development can affect play needs and wants, e.g. resources will be determined by the range of developmental stages; there will be differing emotional understanding.
P5	Describe different ways children and young people communicate during play.	This could include: verbal – whispering, shouting, giggling, grunting; body language, physical movement, facial expressions, secret languages, written notes, graffiti, scribbling.
P6	Identify ways in which play supports children and young people to develop relationships.	Give more than one way that demonstrates how children and young people interact and make friends through play. Examples of this could be taken from your diary if you have seen relationships grow between children and young people whilst in the play setting.

Unit 3 – Playwork provision that supports children and young people’s play and development (continued)

Criteria	Grading Criteria	Guidance
P7	Give examples of how the ability of children and young people to play can be affected by food and drink provided in the play	Give more than one way a child’s and young person’s ability to play may be setting, affected by hunger, thirst, an inadequate or inappropriate diet. Using examples from your diary, explain how play can be affected and how the provision of food and drink in the play setting can improve their ability to play. This may include: providing carbohydrates to overcome lack of energy due to hunger, easy access to water to reduce the risk of dehydration during physical exertion, avoiding additives and colourings in food provided.
P8	Give ONE (1) example of how children and young people have taken responsibility for their own health, safety and security.	Use an example from your reflective diary to write about an occasion when children and young people have been responsible within the play setting such as: reviewing an activity: doing a risk assessment; balancing risk and play.
P9	Give ONE (1) example of how effective communication within the playwork team positively supported the play provision.	Use an example from your reflective diary to describe how effective communication has impacted on the play provision in a positive way e.g. by making suggestions or listening to feedback from children, parents or colleagues.
P10	Include relevant references and a list of resources that you used to support your work	At least ONE (1) reference should be made in the text to a relevant resource. Include a list of resources used, at the end of the assignment.
M1	Explain why it is important for children and young people to deal with conflict for themselves.	The explanation could include: that this gives new skills and strategies to use in the future; helps them understand each other’s feelings; they will feel in control; this can help them to relate to each other.
M2	Identify why it is important for team members to understand their roles and responsibilities.	Give a range of information which could include: to ensure each team member does their job effectively, to support others, to build trust and respect, to provide good experiences for the children and young people, good communication.
D1	Explain how the different methods of reflective practice can help the playwork to improve and develop their playwork practice.	Provide an explanation of different ways to reflect on practice in ways that help to develop the playwork team. This could be demonstrated by showing how to take on board and use information gathered through observations, diaries, log books, feedback, appraisals.

Unit 5 – Playwork and the wider network

Assignment task: What you have to do?

In order to benefit the play environment and the children and young people within it, the play setting where you work is planning to develop relationships with other organisations and individuals. The senior playworker has asked the playwork team to collect information and you have been asked to research and prepare notes about:

- Organisations and individuals that support children and young people
- Organisations that support play and playwork
- The importance of networking
- The benefits of working in partnerships
- Ways to support children and young people experiencing transition and issues that concern them
- Playwork employment opportunities in the public, private and voluntary sectors

You can submit your work in a format of your choice.

Your completed work should not exceed 2,000 words. There is no lower word limit. Work that is more than 10% above the word limit will not be marked. References and quotations within the text are not included in the word limit.

Unit 5 – Playwork and the wider network

Criteria	Grading Criteria	Guidance
P1	Identify a range of local and regional organisations and individuals that offer support for children and young people.	Include a list of organisations and individuals identified that offer support for children and young people e.g. local organisations and individuals such as; schools, relevant local authority departments, church and faith groups, play rangers, foster parents; regional organisations such as; KIDS, Forest Schools, NSPCC.
P2	Describe the role of ONE (1) organisation that can offer support for children and young people.	Choose one (1) organisation and give detailed information about what the organisation can do to support play and playwork, e.g. information about local, regional or national issues; advice, advocacy, entitlements, protection.
P3	Identify THREE (3) organisations that support play and playwork.	Include a list of local and regional organisations, e.g. inclusive play opportunities groups, disability groups, play forums, play associations, scrap stores, Children's Play Council, play associations, equality & diversity organisations such as Children's Play Council, KIDS.
P4	Give reasons why playworkers should network.	Reasons for networking could include benefits for the play setting, the children and young people and the local community; sharing good playwork practice.
P5	Describe the benefits the play setting may gain from building relationships with individuals in the local community.	Give detailed information about the benefits that may be gained when relationships are formed through networking e.g. with potential funders, volunteers, playworkers in other settings, outside agencies, play officers, local councillors, families in the community.
P6	Identify a range of transitions that children and young people may experience.	Evidence should contain periods of change, including progressing from one developmental stage to another, changing schools, entering or leaving the care system, loss, bereavement, parental incapacity or entry into adulthood.
P7	Describe how the playworker can support children and young people who are experiencing transitions.	Give detailed information about ways that the playworker can support children and young people during periods of change. Ways could include: show respect, active listening, establish a rapport, be responsive in ways that show you value individuality and differences, empower children to build feelings of confidence and self-esteem, refer to senior staff for advice.

Unit 5 – Playwork and the wider network (continued)

Criteria	Grading Criteria	Guidance
P8	Describe the role of the Sector Skills Council for Playwork.	Give a description of what the Sector Skills Council for Playwork does to support and promote playwork, e.g. training, lobbying, quality assurance.
P9	Identify a range of playworker employment opportunities in the public, private and voluntary sectors.	List the types of settings that may employ playworkers. These should include examples of employment opportunities in the public, private and voluntary sectors.
P10	Include relevant references and a list of resources used to support this work.	Include more than one relevant reference within the text and a list of books, journals, articles, websites and any other sources that you have used to support your work
M1	Describe how the policies and procedures inform playworkers in supporting children and young people experiencing transitions.	An extension of P7; give detailed information which could include listing the most relevant policies and procedures; how these and other records can help identify any concerns early; how sharing this information sensitively with parents and other agencies can ensure each child receives the best possible help when and where it is needed.
M2	Explain how the playworker can help children and young people to discuss issues that concern them.	An extension of P7, provide details to show how to empower children and young people to share their concerns. Ways could include: being accessible and removing barriers to communication; providing opportunities for discussion and debate.
D1	Explain why it is important to consider individual needs when supporting children and young people.	Provide details which show why valuing differences, planning to meet and meeting individual needs is important. This should include evidence to show that making assumptions about children and young people should be avoided. Relevant examples and reference to research can support these details where appropriate.

Unit 6 – Reflective playwork practice

Assignment task: What you have to do?

This reflective diary provides the assessment for the unit. There are two tasks.

You will undertake some playwork practice over a period of time, either in your own play setting or in a placement at a play setting. You must use this experience to reflect on and develop your playwork practice.

Task A: What do you have to do?

Each time you attend the play setting, keep a diary that records what you do and what you observe. Your diary should also record how your observations of the children and young people and the play setting, support playwork and reflective practice.

Task B: What do you have to show?

- How a range of observations support reflective practice.
- How reflective practice can be used to support children and young people's play.
- How reflective practice supports the playworker's response to children and young people's behaviour.
- The impact of adults both on and in the play space, including your own impact.

You must use examples from your diary to complete the reflective account so that you provide information on your own experiences and meet the criteria. Your diary should help you to extend your understanding of reflective practice

Notes about play setting diaries

A diary can take many forms, for example it could be:

- A written daily journal
- A notebook where you write down experiences that you have and make you think
- A scrapbook with mind maps, diagrams, thought balloons, plans, layouts of the setting, notes of meetings
- A tape or digital recording

Keeping notes on your experiences and achievements will:

- help you to remember and think about what happened – both good and not so good experiences – so that you can reflect on these and show what you have learned, still need to learn and how you think your practice can be improved
- help you to develop your playwork practice
- help you to reflect on organisational practice.

Your notes should:

- be useful to you
- be honest
- be a record of your thoughts, feelings and opinions
- include positive and not so positive experiences
- be recorded in a confidential way, that is: that any child or adult, or the play setting you write about, cannot be identified by name or in a photograph.

Your completed work for **Task B** should not exceed **2,000** words. There is no lower word limit. **Work that is more than 10% above the word limit will not be marked.** References and quotations within the text are not included in the word limit.

Throughout your assignment, it is essential that you refer to and give examples from your reflective diary.

Unit 6 – Playwork and reflective practice

Criteria	Grading Criteria	Guidance
P1	List the main points that playworkers must consider when observing children and young people in the play environment.	Make a list of the important points to be thought about before and during observations of children and young people, This may include: preparation, validity, reliability, data protection, confidentiality and security, access, consultation with children/parents, appropriate observation techniques and other relevant points.
P2	Give reasons why playworkers observe children and young people playing.	Referring to your reflective diary, give reasons, using examples that explain why a playworker has observed children or young people. This could include: to observe play types, play cycle, play needs and behaviours, use of the play environment, to reflect on practice or other relevant reasons.
P3	Give reasons why you may need to intervene in children and young people's play.	Include more than one reason why intervention in children's play is necessary, e.g. when harm may occur.
P4	Give examples of how you have used an appropriate intervention style to help children and young people to extend their play.	Using more than one example from your personal experience, show how your intervention as a playworker helped to extend the children or young people's play e.g. <i>'by talking to the children, this helped to extend the play, which...</i>
P5	Give reasons why it is important to observe the behaviour of children and young people.	Give more than one relevant reason for observing the behaviour of children and young people. This may include reasons such as: to identify individual needs, support children and young people may need, to improve own practice, to understand how factors inside and outside of the play setting (e.g. family circumstances, medication, play deprivation) may impact on the child/young person.
P6	Describe how reflecting on your observations of children and young people's behaviour has informed your practice.	Using personal experience of observing children or young people, give detailed information about how these observations have helped you to understand their behaviour and changed the way that you plan and work.
P7	Describe different methods of reflective practice.	Give detailed information about what is involved in different methods of reflective practice, such as: self and peer assessment, keeping a diary or log-book, role play, asking <i>'what if'</i> questions, narratives, personal development planning and group work.

Unit 6 – Playwork and reflective practice (continued)

Criteria	Grading Criteria	Guidance
P8	Describe ways in which you have supported children and young people.	Give detailed information about more than one way that you have supported children and young people in the play setting, e.g. by being observant, listening, providing resources, team working. This information should be taken from personal experience and reflection.
P9	Give TWO (2) examples of adulteration by you as a playworker within the play space.	Evidence should come from your reflective account and include two (2) examples of adulteration that actually happened within the playsetting, e.g. changing direction of play.
P10	Include relevant references and a list of resources used to support this work.	Include more than one relevant reference within the text and a list of books, journals, articles, websites and any other sources that you have used to support your work.
M1	Explain why reflective practice is essential in playwork.	Give reasons, in detail, about why playworkers should reflect on their practice and why this is essential to playwork. This should include the benefits to the children and young people, the playworker and the play setting. Examples could be given to support the reasons.
M2	Explain the importance of recognising individuality when responding to children's behaviour.	Provide details about why the playworker should take into account each child or young person's individuality, diversity and needs before responding to their behaviour. This could include: how responding appropriately can help to build confidence and self-esteem and to encourage trusting relationships.
D1	Explain how the attitudes and behaviour of the playworker may impact on the play space.	Provide details about how playworkers may affect the play space by their attitudes or behaviour (both positive and negative aspects) e.g. the effects of positive attitudes and behaviour such as: acting as positive role models, leaving the content of play to children, respecting children and young people's ideas and wishes and the effects of negative attitudes and behaviour such as: controlling children's play, showing them a 'better' way to do things.