

Playworker Level 2 Apprenticeship Standard Programme Outline

Overview of the Programme

This programme is designed for apprentices who want to further develop their skills, knowledge and behaviours for a job role involving supporting play
 Successful completion of the programme will lead to an Apprenticeship Certificate as a Playworker

What types of activities are covered as part of the Playworker Apprenticeship Standard

This occupation is found in a range of play settings offering different models of Playwork. Most Playworkers are employed in the voluntary or public sector, while others work in the private sector. Playworkers may work in local community settings, such as before and After School Clubs, Adventure Playgrounds and Mobile Play Provision, for example a Play bus. They may also offer play sessions in Women’s Refuges, Prisons and Hospitals, as well as play ranger sessions in open spaces such as parks and woodlands. Play schemes are also offered in sport and leisure centres where Playworkers may be employed. Playwork jobs roles vary according to the type of service being provided and children being supported. Typical employers include local councils and government, charities and voluntary management committees, private companies offering After School/Breakfast/Holiday clubs and private day care nurseries.

The broad purpose of the occupation is to care for and support children in taking responsibility for themselves and their own playing whilst creating a stimulating and adventurous space for children to learn and explore in their own way, following their own intent, ideas and inventions. The focus of all play settings is on child-directed and child-controlled play, with Playworkers planning for and providing an ever-changing environment that allows children to choose what and how they play. Playworkers observe and monitor this play for children’s development, engagement and safety, both physical and emotional.

What does the Playworker Apprenticeship Standard consist of?

Knowledge

- K1: Playwork theory, The Playwork Principles and introduction to child development.
- K2: Active listening and communication techniques to build relationships with children and young people.
- K3: The importance of professional conduct and implementing boundaries in your own practice.
- K4: Diversity and inclusion in Playwork settings, including acknowledging and addressing own reactions and likely responses.
- K5: Observation and record keeping methods to enhance play and inform future Playwork practice.
- K6: Methods of self and group reflection and how to implement these to enhance play and inform future Playwork practice.
- K7: How to support the development of resilience in children and young people.
- K8: Principles of designing stimulating play spaces and how to create and resource them.
- K9: Risk-benefit assessment and the importance of children managing risks for themselves.
- K10: Different types of behaviour, why they need to be addressed and when and how to address them.
- K11: Parents and caregivers expectations and how to respond to these.
- K12: Health and safety procedures in the play setting.
- K13: How to respond to accidents and different emergency situations (fire, extreme weather, serious injury, common illnesses and infections).
- K14: Local and national Safeguarding and Child Protection policies and procedures.
- K15: Financial and administrative policy and procedures within open and closed settings.
- K16: Basic food hygiene procedures and practice, taking into consideration cultural and dietary needs and the importance of consuming healthy balanced meals.
- K17: Roles and responsibilities in opening, closing, cleaning and tidying the setting.
- K18: The importance of recycling, reusing, reducing, repairing and inspiring sustainable attitudes.
- K19: Off-site policies and procedures, including trips, visits and residentials.
- K20: Professional boundaries of self and other Playworkers’ interaction with children.
- K21: How to deal with the individual learning and or behavioural needs of a child.

Skills

- S1: Observe and reflect on play behaviours.
- S2: Communicate sensitively using relevant language and behaviour.
- S3: Promote diversity and inclusion in Playwork practice.
- S4: Identify ways to remove barriers which can prevent some children and young people playing.
- S5: Undertake reflective observations to improve own practice and the quality of the provision for children and young people.
- S6: Contribute to play audits.
- S7: Promote the value and benefits of play for all children and young people.
- S8: Assist with planning, creating and identifying loose parts to encourage and inspire sustainable practices, including recycling, reusing, reducing and repairing.
- S9: Recognise the benefits of risk taking in play and contribute to dynamic risk-benefit assessment.
- S10: Recognise that children and young people communicate with a range of different types of behaviour and may need Playworker support.
- S11: Support children and young people to understand and manage their emotions, feelings and actions.
- S12: Manage interactions with parents/caregivers professionally.
- S13: Recognise the importance of respecting professional boundaries when lone working or conducting intimate care with children and young people and using social media with children, young people and families.
- S14: Contribute to health and safety checks.
- S15: Follow emergency incidents or common illness/infections policies and procedures, administering first aid and completing records when required.
- S16: Use active listening and communication techniques when interacting with children and young people playing, identifying any potential concerns if they occur.
- S17: Contribute to recording and reporting procedures as required by the play setting.
- S18: Contribute to administrative and financial record keeping.
- S19: Promote healthy eating and an active lifestyle, ensuring specific dietary and cultural needs are met.
- S20: Maintain a clean environment according to local and national policies and procedures.
- S21: Contribute to ensuring security arrangements are followed, such as children's arrival and departures from the setting.
- S22: Work as part of a team to support and supervise children and young people on off-site trips, complying with formal risk assessment of venues visited.
- S23: Apply Playwork approaches in own role, incorporating new and emerging themes.
- S24: Reflect on own practice to create a personal development plan with supervisor.
- S25: Recognise the boundaries of own self and other Playworkers' interaction with children, and when it is necessary to report incidents to the appropriate safeguarding lead and Local Authority Designated Officer – LADO if appropriate when a Playworkers' behaviour towards a child may pose a risk of harm.
- S26: Apply the play work approach depending on the individual need.

Behaviours

- B1: Work flexibly with an understanding of health and safety to support risk taking in play.
- B2: Work flexibly and adapt to both children and circumstances.
- B3: Take responsibility and show initiative.
- B4: Team-focused, working collaboratively and reflectively with others.
- B5: Behave in a polite and courteous way with a positive attitude.
- B6: Treat people with dignity, respect, and empathy.
- B7: Seek out learning and continuing professional development opportunities.

Duties

- Duty 1 Support children and young people's freely chosen, self-directed play by enhancing the play using appropriate intervention style. Foster children and young people's development in line with their culture, age and stage of development.
- Duty 2 Build playful relationships with children, recognising professional boundaries.
- Duty 3 Provide a diverse, inclusive and accessible setting for all children and young people, taking into consideration any additional requirements they may have.
- Duty 4 Observe children and young people playing, including how they interact with different environments, other children and young people and staff. Keep reflective records to inform future planning.
- Duty 5 Reflect individually and as part of a team to improve Playwork practice.

- Duty 6 Advocate for all children and young people’s right to play when liaising with parents, carer givers, colleagues, local residents and other professionals.
- Duty 7 Facilitate the creation of inspiring play spaces with opportunities to include a range of loose parts which foster and stimulate children and young people’s imagination, and build an understanding of sustainable attitudes.
- Duty 8 Contribute to the process of risk-benefit assessment in children and young people’s play.
- Duty 9 Choose intervention styles that support children and young people, responding to their behaviour and extending their play.
- Duty 10 Build and maintain a professional relationship with parents and caregivers in relation to their children’s experiences in the Playwork setting/local community.
- Duty 11 Assist in regular health and safety checks and the maintenance of equipment, resources, play structures, identifying and reporting any issues.
- Duty 12 Respond calmly to any accidents or emergencies that may occur during a Playwork session and record appropriately.
- Duty 13 Work in line with safeguarding policies and procedures to prevent and protect all children from harm.
- Duty 14 Contribute to appropriate administration and financial record keeping in relation to the play setting.
- Duty 15 Follow policies and procedures that support the health and wellbeing of children and young people, including preparing and providing food and activities.
- Duty 16 Work as part of a team to assist in cleaning and tidying up, including site opening and closure procedures.
- Duty 17 Work as part of a team to support and supervise children in off-site activities, including trips, outings, residential and other community events.
- Duty 18 Participate in appraisals, professional development and training opportunities.
- Duty 19 Work within the professional boundaries of a Playworker, to protect the child’s welfare.
- Duty 20 Use their knowledge of child development, adapting to different behaviours and possible learning needs.

Functional Skills Units

Functional Skills in English Level 2	credit value 5
Functional Skills in Maths Level 2	credit value 5

Programme of Study

The period of learning, development and continuous assessment is managed by the employer, in most cases with the support of a training provider. The on-programme pace will be driven by apprentice as well as by the breadth of experience an employer can offer, but must be a minimum of 12 months, prior to the end-point assessment taking place. Typical duration is expected to be 13 months with a 3 month End point assessment.

Off-the-job guided learning hours – This will equate to 20% of the apprentices working hours and could include:

- Workshops
- Meetings with Tutor
- Online Learning
- Learning about a new product/service/resource
- Supervised learning – knowledge or practical skill
- Attending a review or appraisal

This equates to approximately 6/7 learning hours a week over the duration of the programme based on a 35/40 hour working week.

Delivery by Quest Training and the Employer

Activity	Delivery Method	Location	Duration
Initial assessment <ul style="list-style-type: none"> • Target Skills • Learning Styles Questionnaire • Application/enrolment/ILR • Recognition of prior learning • ILP 	Via computer package Paper-based questionnaire Checking GCSE/other qualifications gained	Workplace	2 hours per learner
Induction <ul style="list-style-type: none"> • Quest Training Apprentice Handbook • Apprenticeship Programme • Skills Scan • Functional Skills • Health & Safety • Health & Wellbeing • Equality & Diversity • Safeguarding • British Values 	Tutor input using a range of methods including: <ul style="list-style-type: none"> • Theory input • Handouts • Workbooks • Presentations • Discussions • Question & answer sessions • Practical activities 	Workplace	Flexible arrangements e.g. 1 day 2 half days 3 x 2 hour sessions
Tutorials/teaching delivery <ul style="list-style-type: none"> • Skills, Knowledge & Behaviours • Functional Skills 	One-to-one and/or group learning sessions with Tutor <ul style="list-style-type: none"> • 4 Learning modules using a range of Blended Learning for the Knowledge Skills and Behaviours This will include regular revision and assessment of learning	Workplace and/or agreed venue	According to individual apprentice needs
Progress reviews	Every 8 weeks with the apprentice, tutor and employer to review progress towards "Gateway Readiness"	Workplace	30 minutes
Mock End-Point Assessment	Practice assessments in line with the End-Point Assessment Plan throughout the programme	Workplace and/or agreed venue	According to individual apprentice needs
Functional Skills Qualifications <ul style="list-style-type: none"> • Practice • Exams 	One-to-one with tutor English reading English writing English speaking, listening & communicating Maths	Workplace and/or agreed venue Quest Training or employer venue	 75 minutes 75 minutes 30 minutes 90 minutes

End-Point Assessment Plan

The End-Point Assessment is planned with the Independent End-Point Assessor, Employer and Apprentice

The end-point assessment is synoptic and takes place at the end of the apprentice's learning and development. The requirement is that the end-point assessment is completed within 3 months from the start of the end-point assessment period.

Assessment Method	Duration	To Achieve a Distinction	To Achieve a Pass,	Methodology
		See Grading Descriptors		
Multiple choice test	60 mins	N/A	Score 26-40 marks	40 multiple choice questions to be answered within 60 minutes
Practical Observation Q & A	3 hours (+/- 10%)	The apprentice must meet all of the pass criteria AND 100% of the distinction criteria	The apprentice must meet all of the pass criteria	3 hours observation followed by a Q&A session
Professional Discussion supported by a portfolio of evidence	60 minutes (+/- 10%)	The apprentice must meet all of the pass criteria AND 100% of the distinction criteria	The apprentice must meet all of the pass criteria	Portfolio presented to the assessor prior to the discussion

Overall grading- The apprentice must achieve the following grading level in all three assessments to achieve the final grade

Knowledge test	Observation	Professional discussion	Overall grade
Pass	Pass	Pass	Pass
Pass	Distinction	Distinction	Distinction

Any fail within any assessment will result in an overall fail.

As part of the apprenticeship, there is opportunity to access teaching and support sessions via a variety of methods. Please see below the different topics that are covered in the apprenticeship:

Learning journey steps	TAL sessions
Induction	British Values, Ecordia Training, Century training, Behaviours
Learning portfolio topics	Playwork principles Play theory and practice Child development Supporting healthy lifestyles Health, safety and security Communication and behaviour contexts Effective play work practice Equality diversity and inclusion in play settings (additional/individual needs) Reflective observation and child centred playwork practice (play audits) Safeguarding Working with parents Admin and finance of a play setting Developing own playwork practice /Reflective practices
EPA Preparation	Playworker EPA Support, Expected Behaviours recap
Additional Sessions	Creating a behaviours diary, using work products, showcase portfolio building, professional discussions, completing a policy/procedure review
Wider Curriculum sessions	Study Skills, Digital Skills, GDPR, LGBT Awareness, E-Safety, Sustainability in the workplace, Health and Safety in the workplace, Employment Rights and Responsibilities, Safeguarding, Equality, Diversity and Inclusion, E- Safety, Using Word, Using PowerPoint, Using Excel, Referencing and Plagiarising Work, Personal Skills, Exam Techniques, British Values, Prevent Duty