

apprenticeship FRAMEWORK

Playwork (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 6 APRIL 2015

Modifications to SASE came into effect on 6th April 2015. These changes **ONLY** relate to the Transferable Skills requirements of a framework and they **ONLY** apply to new Apprenticeship starts on, or after, 6th April 2015. Apprenticeships starts before this date must continue to meet the 2013 SASE requirements for Transferable Skills. For more details of the changes and how they will affect new Apprenticeship starts, please read the following preface page to the framework document.

NB: Please check the "Revising a Framework" section for information on any additional changes that may have been made to this framework.

Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR03553

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CHANGES TO TRANSFERABLE SKILLS REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 6TH APRIL 2015

Modifications to SASE came into effect on 6th April 2015. The changes ONLY relate to the Transferable Skills requirements of a framework and they ONLY apply to new Apprenticeship starts on, or after, 6th April 2015. Apprenticeships started before this date must continue to meet the 2013 SASE requirements for Transferable Skills.

The modifications removed the “5 year rule”, meaning that acceptable qualifications, achieved before September 2012, are now in scope. This includes iGCSEs, A and AS Levels, O Levels and Key Skills. However, there are still minimum grade/level requirements that need to be achieved, depending on the level of Apprenticeship being undertaken. There have also been some changes to the minimum grade/level requirements which, in summary are:

Intermediate Apprenticeship:	GCSE/iGCSE/A and AS Levels - minimum acceptable grade is now E, irrespective of achievement date (for ALL acceptable GCSEs/iGCSEs/A/AS Levels)
	Key Skills - minimum acceptable is Level 1, irrespective of achievement date
	O Levels – minimum acceptable grade is C, irrespective of achievement date
Advanced Apprenticeship:	GCSE/iGCSE - minimum acceptable grade is now C, irrespective of achievement date (for ALL acceptable GCSEs/iGCSEs)
	A/AS Level - minimum acceptable is grade E, irrespective of achievement date
	Key Skills - minimum acceptable is Level 2, irrespective of achievement date
	O Levels - minimum acceptable grade is C, irrespective of achievement date
Higher Apprenticeship:	There remains no mandatory requirement for Transferable Skills qualifications to be achieved.

Please note that some frameworks may have grade/level requirements that are above the SASE minimum requirements. Please check the framework to ascertain where this is the case and/or check directly with the specific Issuing Authority responsible for the framework.

The updated version of SASE, and guidance documents, can be accessed here: <http://afo.sscalliance.org/SASE>

PLEASE NOTE THAT THAT THE NEW REQUIREMENTS FOR TRANSFERABLE SKILLS, AS DETAILED ABOVE, OVERRIDE THE NOTES AND GRADES/LEVELS ASSOCIATED WITH THE TRANSFERABLE SKILLS TABLES, WITHIN THIS DOCUMENT. Until the Transferable Skills tables can be updated, any references to “**achieved before Sept 2012 and within 5 years of starting Apprenticeship**” or “**achieved before September 2012, otherwise at any time prior to starting Apprenticeship**” can now be ignored.

Over the next few months, the Transferable Skills section within AFO will be amended to reflect the SASE modifications and all current frameworks will be updated and reissued to incorporate these changes. In the meantime, if you are in any doubt as to the requirements of any framework then please contact the relevant Issuing Authority.

Playwork (England)

Contents

Framework summary	4
Framework information	5
Contact information	6
Revising a framework	7
Purpose of the framework	9
Entry conditions	12
Level 2: Intermediate Level Apprenticeship in Playwork	13
Pathway 1: Playwork	14
Level 3: Advanced Level Apprenticeship in Playwork	24
Pathway 1: Advanced Playwork	25
Equality and diversity	35
On and off the job guided learning	36
Personal learning and thinking skills	40
Additional employer requirements	43

Framework summary

Playwork

Intermediate Level Apprenticeship in Playwork

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 2 include:

Pathway 1: Playwork

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Level 2 Diploma in Playwork (NVQ)

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Playwork

Advanced Level Apprenticeship in Playwork

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 3 include:

Pathway 1: Advanced Playwork

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Level 3 Diploma in Playwork (NVQ)

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Framework information

Information on the Issuing Authority for this framework:

SkillsActive

The Apprenticeship sector for occupations in sports coaching, active leisure, hairdressing and beauty (also includes fitness, stewarding, outdoors, playwork and sporting excellence).

Issue number: 7	This framework includes:
Framework ID: FR03553	Level 2 Level 3
Date this framework is to be reviewed by: 31/12/2017	This framework is for use in: England

Short description

The aim of this apprenticeship is to meet the needs of employers for an expansion of access to training programmes and to widen recruitment into the playwork sector.

Completion of the apprenticeship programme will lead to the following job roles:

- At an Intermediate level - Assistant play worker / Play centre assistant;
- At an Advanced level - Playworker / Senior playworker.

The expectation is that the achievement of this framework will require a minimum duration of:

- 12 months at Intermediate Apprenticeship level;
- 18 months at Advanced Apprenticeship level.

Please note it is recommended that apprentices are contracted and employed for a minimum of 30 hours on publicly funded programmes.

Contact information

Proposer of this framework

SkillsActive has developed this framework with the help of our playwork employers and awarding organisations.

Developer of this framework

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Issuing Authority's contact details

Issued by: SkillsActive
Issuer contact name: Jane Goldsbro
Issuer phone: 0207 840 1900 / 01302 774905
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Revising a framework

Contact details

Who is making this revision: Krisztina Biliczky
Your organisation: SkillsActive
Your email address: krisztina.biliczky@skillsactive.com

Why this framework is being revised

This framework has been revised to remove expired qualifications.

Summary of changes made to this framework

This framework has been revised to remove expired qualifications.

Qualifications removed

The following qualifications have been removed from the framework:

- EDI Level 2 NVQ Diploma in Playwork
- EDI Level 3 Diploma in Playwork
- OCR Level 2 Award in Employment Awareness in Active Leisure and Learning 600/2422/7
- OCR Level 3 Award in Employment Awareness in Active Leisure and Learning 600/2423/9

Qualifications added

The following qualifications have been added to the framework:

- Focus Awards Level 2 NVQ Diploma in Playwork 601/8022/5
- Focus Awards Level 2 Award in Employment Awareness in Active Leisure and Learning 601/4968/1
- Focus Awards Level 3 NVQ Diploma in Playwork 601/7888/7
- Focus Awards Level 3 Award in Employment Awareness in Active Leisure and Learning 601/4969/3
- HABC Level 3 Award in Employment Awareness in Active Leisure and Learning

600/6501/1

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

Defining Apprenticeships

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

All apprentices commencing their Apprenticeship must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.

On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

The aim of this apprenticeship is to meet the needs of employers for an expansion of training programmes and to widen recruitment into the playwork sector at intermediate and advanced levels.

The Intermediate Level Apprenticeship in Playwork is primarily aimed at those aged 16 and above, who want to start a career in the playwork sector.

The Advanced Level Apprenticeship in Playwork is suitable for individuals already working in the sector who are looking to gain qualifications and skills, or to organisations already involved in the sector looking to develop and upskill their staff to deliver a quality service to children and young people.

Aims and objectives of this framework (England)

The aim of this apprenticeship is to meet the needs of employers for an expansion of access to training programmes and to widen recruitment into the playwork sector.

Objectives

To contribute towards:

1. meeting the generic skill priorities for the sector. This includes safeguarding and wellbeing, communication, team working, customer service and employability skills;
2. addressing playwork specific skills gaps in order to provide a quality, inclusive, welcoming, stimulating and safe staffed environment in which children can play;
3. bringing about a more diverse workforce which reflects the community it serves;
4. business sustainability by increasing the number of staff with level 2 and / or level 3 qualifications to meet inspection and user requirements;
5. progression pathways beyond level 2 and 3 within playwork and the wider children's workforce;
6. increasing the number of level 3 qualified staff in order to enhance the sector capability to deliver provision.

The framework will achieve the above objectives by:

- Ensuring that the apprentice gains technical skills and is also equipped with functional skills such as communication, team working, customer services and leadership & management;
- The Playwork People 4 research paper details the list of specific playwork technical skills gaps. Highest on the list is knowledge of playwork values and principles. The apprenticeship framework has all these required skills and knowledge covered within its structure, therefore any playwork settings opting for an apprentice will gain a fully rounded and well qualified individual with appropriate and thorough knowledge, technical skills and a positive attitude highly valued by the sector;
- Playwork is a female dominated and predominantly white profession. By encouraging more employers in a wider variety of play settings to take on apprentices it will contribute to a more open access entry to the sector creating a more diverse workforce;
- Regulatory requirements state that each playwork centre must have 50% of its staff qualified to a minimum of level 2, and a minimum of one person qualified at level 3 as a supervisor or manager. However current sector specific research suggests that 44% of the workforce have no playwork qualifications at all, only 7% have level 2 qualifications and 48% have qualifications at level 3 or above. It is essential that the sector recognises the holistic value of the framework as opposed to an apprentice just gaining a single qualification. This framework will directly contribute to this regulatory requirement being satisfied by increasing the number of staff qualified at level 2 and 3. In turn, this will positively impact on succession planning, business sustainability as well as customer satisfaction.
- This framework will contribute to a better qualified and skilled workforce and provide a clearer progression and career pathway for playwork and the wider children's workforce.

The Intermediate and Advanced Level Apprenticeships in Playwork also contribute to a number of goals within the SkillsActive UK Play and Playwork Education and Skills Strategy 2011–2016, namely:

- A reduction of skills gaps and shortages.
- An improvement in productivity, business and public service performance.

- An increase of opportunities to boost the skills and productivity of everyone in the sector's workforce.
- An improvement in the learning supply through...Apprenticeships...

Entry conditions for this framework

The **Intermediate Level Apprenticeship in Playwork** is designed for those individuals who wish to work in a playwork setting and who want to develop their skills and knowledge. The **Advanced Level Apprenticeship in Playwork** is designed for those individuals who are looking to further develop their knowledge and skills to progress their careers in the sector or for those who are already employed in a play setting looking for career progression.

It is good practice that apprentices are interviewed by both their employer and training provider and undergo a centre devised initial assessment, testing their literacy and numeracy skills as well as their attitude to the workplace and customers.

Potential apprentices should have a positive, motivating and can do attitude with the ability to work both as part of a team or on their own, and the willingness to work shifts and travel between sites. They should expect to undergo a Criminal Records Bureau check.

Apprentices will be given the opportunity to gain literacy and numeracy qualifications alongside their industry related skills and qualifications while studying on this programme.

It is not a mandatory part of this framework to achieve ICT qualifications, although apprentices are encouraged to take every opportunity to broaden their skills base.

Level 2

Title for this framework at level 2

Intermediate Level Apprenticeship in Playwork

Pathways for this framework at level 2

Pathway 1: Playwork

Level 2, Pathway 1: Playwork

Description of this pathway

Playwork

Apprentices completing this programme will achieve a minimum of 77 credits made up of the components of this framework.

- 61 credits for competence and knowledge - Level 2 NVQ Diploma in Playwork
- 10 credits for transferrable skills - 5 credits for English and 5 credits for Mathematics
- 6 credits for ERR - Level 2 Award in Employment Awareness in Active Leisure and Learning

Entry requirements for this pathway in addition to the framework entry requirements

There are no further entry requirements in addition to those listed earlier in the main entry requirements for the framework.

Job title(s)	Job role(s)
Assistant play worker / Play centre assistant	Works under supervision of the playworker in charge, contributing to the organisation and facilitation of play opportunities.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 2 Diploma in Playwork (NVQ)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	500/9047/1	CACHE	61	437-442	N/A
B1b	500/8681/9	City&Guilds	61	437-442	N/A
B1c	600/3262/5	Edexcel	61	437-442	N/A
B1d	601/8022/5	Focus Awards	61	437-442	N/A

Relationship between competence and knowledge qualifications

The learner must pass all 12 mandatory units, totalling 45 credits, plus a minimum of 16 credits from the optional units, making a total of 61 credits to achieve the Diploma.

Mandatory Units

1. Working within a play environment with children and young people (knowledge – 4 credits)
2. Playwork Principles (knowledge – 3 credits)
3. Supporting Children and Young People’s Play (knowledge – 3 credits)
4. Relationships in the Play Environment (knowledge – 4 credits)
5. Health and safety in the Play Environment (knowledge – 3 credits)
6. The Safeguarding and Welfare of Children and Young People in the Play Environment (knowledge – 2 credits)
7. Developing Own Playwork and Team Practice (knowledge – 3 credits)
8. Contribute to the Health, Safety, Security and Welfare of Children and Young People using the Play Environment (competence – 5 credits)
9. Help to Improve Own Practice and the Work of the Playwork Team (competence – 4 credits)
10. Reflective Playwork Practice (knowledge – 3 credits)
11. Support Relationships in the Play Environment (competence – 4 credits)
12. Work with Children and Young People to Create Play Spaces and Support Freely Chosen Self-Directed Play (competence – 7 credits)

Optional Units

1. Contribute to Providing Food and Drink in the Play Environment (competence – 8 credits)
2. Contribute to the Administration of the Play Environment (competence – 8 credits)
3. Support the Travel of Children and Young People Outside the Play Environment (competence – 13 credits)
4. Facilitate a Specific Play Opportunity at Children or Young People’s Request (competence - 14 credits)
5. Support the Development of Playwork Opportunities in the Community (competence – 8 credits)
6. Contribute to Supporting Disabled Children and Young People in the Play Environment (competence – 15 credits)
7. Support Work with Parents and Carers in the Play Environment (12 credits – competence)
8. Carry Out Playwork in a School Setting (competence - 11 credits)

Total credits from knowledge: 25 credits plus the ones from optional units

Total credits from competence: 20 credits plus the ones from optional units

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

It is not a mandatory part of this framework to achieve ICT qualifications, although apprentices are encouraged to take every opportunity to broaden their skills base.

Progression routes into and from this pathway

PROGRESSION INTO THIS INTERMEDIATE LEVEL PROGRAMME

There are no pre-defined routes into the Intermediate Level Playwork apprenticeship, however learners wishing to progress into this apprenticeship programme could come from a variety of backgrounds with a variety of qualifications. These might include diplomas, GCSEs, A levels or

vocational training routes such as Young Apprenticeships or other intermediate level programmes.

Learners can also progress into this programme if they are already employed in the sector and wish to develop their knowledge and skills to progress their careers.

PROGRESSION FROM THIS INTERMEDIATE LEVEL PROGRAMME

On completion of this programme, apprentices can further progress their careers in the sector. Playwork qualifications are available at level 2 and above reflecting job roles within a playwork setting.

Apprentices can also progress onto an advanced level programme such as the Advanced Level Apprenticeship in Playwork. Gaining level 3 and above qualifications either as part of an advanced level apprenticeship programme or in a further education college will allow candidates to become assistant managers and managers in a play setting and to be responsible for other suitably qualified staff. Playworkers are employed by local authorities, voluntary organisations or private companies.

For further details on progression routes and employment opportunities please check the SkillsActive Careers site. <http://www.skillsactive.com/careers>

CERTIFICATION

On completion of all components of this apprenticeship programme and meeting the full framework requirement, learners, or training providers/employers on the learners' behalf and authorized by the learner, must apply to the relevant Certifying Body to request the overarching apprenticeship certificate. For further information on this process please check the Apprenticeship Certification England (ACE) website on www.acecerts.co.uk

Employee rights and responsibilities

In the active leisure, learning and well-being sector the employee rights and responsibilities requirement of the apprenticeship programme will be met by all apprentices completing an externally assessed and verified qualification covering all nine national outcomes listed below:

- Employer and employee statutory rights and responsibilities under Employment Law;
- Procedures and documentation in their organisation which recognises and protects their relationship with their employer / health & safety and equality & diversity training must be an integral part of the apprentice's learning programme;
- The range of sources of information and advice available on employment rights and responsibilities;
- The role played by this occupation within the organisation and industry;
- Types of career pathways open to the apprentice;
- Types of representative bodies and an understanding of the relevance to their industry and organisation and their main roles and responsibilities;
- How and where to get information and advice on the industry, occupation, training and careers;
- The organisation's principles and codes of practice;
- Issues of public concern that affect the organisation and industry.

It is a mandatory outcome of the apprenticeship programme that all apprentices complete one of the qualifications listed below covering all nine national outcomes of the employee rights and responsibilities listed above:

- YMCA Awards Level 2 Award in Employment Awareness in Active Leisure and Learning 500/6534/8
- City& Guilds Level 2 Award in Employment Awareness in Active Leisure and Learning 500/6581/6
- 1st4sport Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7337/0
- VTCT Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7393/x
- Active IQ Level 2 Award in Employment Awareness in Active Leisure and Learning 5007367/9
- LAO Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7237/7
- Edexcel Level 2 Award in Employment Awareness in Active Leisure and Learning 500/9273/X
- NCFE Level 2 Award in Employment Awareness in Active Leisure and Learning 501/1810/9
- CACHE Level 2 Award in Employment Awareness in Active Leisure and Learning 600/1331/x
- IQ Level 2 Award in Employment Awareness in Active Leisure and Learning 600/4709/4
- SQA Level 2 Award in Employment Awareness in Active Leisure and Learning 600/4939/x
- HABC Level 2 Award in Employment Awareness in Active Leisure and Learning 600/4477/9

- Focus Awards Level 2 Award in Employment Awareness in Active Leisure and Learning 601/4968/1

Please note that all of the above qualifications account for 6 credits towards the framework

Evidence of achievement of ERR will be a copy of the achievement certificate for one of the above listed qualifications.

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Playwork

Pathways for this framework at level 3

Pathway 1: Advanced Playwork

Level 3, Pathway 1: Advanced Playwork

Description of this pathway

Advanced Playwork

Apprentices completing this programme will achieve a minimum of 83 credits made up of the components of this framework.

- 65 credits for competence and knowledge - Level 3 NVQ Diploma in Playwork
- 10 credits for transferrable skills - 5 credits for English and 5 credits for Mathematics
- 8 credits for ERR - Level 3 Award in Employment Awareness in Active Leisure and Learning

Entry requirements for this pathway in addition to the framework entry requirements

There are no further entry requirements in addition to those listed earlier in the main entry requirements for the framework.

Job title(s)	Job role(s)
Playworker / Senior playworker	Responsible for supervising the team in the play setting, ensuring that policies and procedures are followed, and that a range of play opportunities are provided.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 3 Diploma in Playwork (NVQ)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	501/0997/2	CACHE	65	477-527	N/A
B1b	501/1488/8	City & Guilds	65	477-527	N/A
B1c	600/3264/9	Edexcel	65	477-527	N/A
B1d	601/7888/7	Focus Awards	65	477-527	N/A

Relationship between competence and knowledge qualifications

The learner must achieve all 13 mandatory units, totalling 46 credits, and 2-3 units totalling a minimum of 19 credits from the optional units to achieve the 65 credit Diploma.

Mandatory Units

1. Understand playwork principles (knowledge – 4 credits)
2. Understand children and young people’s self-directed play (knowledge – 5 credits)
3. Understand how to safeguard the well being of children and young people (knowledge – 3 credits)
4. Understand the organisational framework for play (knowledge – 4 credits)
5. Understand how to support positive outcomes for children and young people (knowledge – 3 credits)
6. Understand relationships in the play environment (knowledge – 3 credits)
7. Understand health, safety and security in the play environment (knowledge – 2 credits)
8. Understand how to plan for and support children and young people’s self-directed play (knowledge – 5 credits)
9. Engage in personal development in health, social care or children’s and young people’s settings (competence – 3 credits)
10. Contribute to an organisational framework that reflects the needs and protects the rights of children and young people (competence – 4 credits)
11. Develop and maintain a healthy, safe and secure play environment for children and young people(competence – 3 credits)
12. Develop and promote positive relationships in a play environment (competence – 3

credits)

13. Plan for and support children and young people's self-directed play (competence - 4 credits)

Optional Units

1. Work with colleagues in a playwork team (competence - 10 credits)
2. Engage with parents, carers and families in a play environment (competence -10 credits)
3. Administer playwork provision (competence - 8 credits)
4. Inclusive play, working with disabled children and young people (competence - 11 credits)
5. Promote own organisation in the community (competence - 13 credits)
6. Contribute to evaluating, developing and promoting services (competence - 11 credits)
7. Organise and supervise travel (competence - 7 credits)
8. Manage a budget (competence - 11 credits)
9. Recruit, select and keep colleagues (competence - 12 credits)
10. Provide learning opportunities for colleagues (competence - 11 credits)
11. Allocate and monitor the progress and quality of work in own area of responsibility (competence - 14 credits)

Total credits from knowledge: 29 credits

Total credits from competence: 17 credits plus the ones from optional units

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

It is not a mandatory part of this framework to achieve ICT qualifications, although apprentices are encouraged to take every opportunity to broaden their skills base.

Progression routes into and from this pathway

PROGRESSION INTO THIS ADVANCED PROGRAMME

There are no pre-defined entry routes, however learners wishing to progress into this Advanced Level Apprenticeship programme could come from a variety of backgrounds with a variety of qualifications. These might include diplomas, GCSEs, A levels or vocational

qualifications such as Young Apprenticeships or Intermediate Apprenticeships.

Learners can progress into this advanced programme from employment or directly from the Intermediate Level Apprenticeship in Playwork to develop the knowledge and skills to progress their careers.

PROGRESSION FROM THIS ADVANCED PROGRAMME

On completion of the Advanced Level Apprenticeship in Playwork, level 3 qualifications will allow candidates to become assistant managers and managers in play settings and be responsible for qualified staff.

Playworkers are employed by local authorities, voluntary organisations or private companies.

On completion of this programme, learners can also progress onto a variety of Further or Higher Education Institutes to study subjects related to the sector.

For further details on progression routes and employment opportunities please check the SkillsActive Careers site <http://www.skillsactive.com/careers>

CERTIFICATION

On completion of all components of this Apprenticeship programme and meeting the full framework requirement, learners, or training providers/employers on the learners' behalf and authorized by the learner, must apply to the relevant Certifying Body to request the overarching apprenticeship certificate. For further information on this process please check the Apprenticeship Certification England (ACE) website on www.acecerts.co.uk

UCAS points for this pathway: N/a

Employee rights and responsibilities

In the active leisure, learning and well-being sector the employee rights and responsibilities requirement of the apprenticeship programme will be met by all apprentices completing an externally assessed and verified qualification covering all nine national outcomes listed below:

- Employer and employee statutory rights and responsibilities under Employment Law;
- Procedures and documentation in their organisation which recognises and protects their relationship with their employer / health & safety and equality & diversity training must be an integral part of the apprentice's learning programme;
- The range of sources of information and advice available on employment rights and responsibilities;
- The role played by this occupation within the organisation and industry;
- Types of career pathways open to the apprentice;
- Types of representative bodies and an understanding of the relevance to their industry and organisation and their main roles and responsibilities;
- How and where to get information and advice on the industry, occupation, training and careers;
- The organisation's principles and codes of practice;
- Issues of public concern that affect the organisation and industry.

It is a mandatory outcome of the apprenticeship programme that all apprentices complete one of the qualifications listed below covering all nine of national outcomes of the employee rights and responsibilities:

- YMCA Awards Level 3 Award in Employment Awareness in Active Leisure and Learning 500/6535/x
- Edexcel Level 3 Award in Employment Awareness in Active Leisure and Learning 500/9274/1
- City& Guilds Level 3 Award in Employment Awareness in Active Leisure and Learning 500/6580/4
- 1st4sport Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7423/4
- VTCT Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7395/3
- Active IQ Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7410/6
- LAO Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7401/5
- NCFE Level 3 Award in Employment Awareness in Active Leisure and Learning 501/1812/2
- CACHE Level 3 Award in Employment Awareness in Active Leisure and Learning 600/1310/2
- SQA Level 3 Award in Employment Awareness in Active Leisure and Learning 600/4938/8
- IQ Level 3 Award in Employment Awareness in Active Leisure and Learning 600/4710/0
- Focus Awards Level 3 Award in Employment Awareness in Active Leisure and Learning 601/4969/3

- HABC Level 3 Award in Employment Awareness in Active Leisure and Learning
600/6501/1

Please note all of the above qualifications account for 8 credits towards the framework.

Evidence of achievement of ERR will be a copy of the achievement certificate for one of the above listed qualifications.

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

The Intermediate and Advanced Level Apprenticeships in Playwork aim to promote diversity, opportunity and inclusion by offering a high quality learning experience.

The delivery of these programmes must be in a setting free from prejudice and discrimination where all learners can contribute fully and freely and feel valued.

Employers / providers must be able to demonstrate their selection, recruitment and employment practices are in line with the Equality Act 2010 and that there are no overt or covert discriminatory practices in relation to any of the following protected characteristics: age; disability; gender reassignment; marriage and civil partnerships; pregnancy and maternity; race; religion or belief; sex; sexual orientation; and socio-economic disadvantage.

ISSUES, BARRIERS AND ACTIONS

Playwork is historically a female dominated profession (86%) with 88% of the workforce being from a white background.

By encouraging more employers from a wider variety of play settings to take on apprentices, we will not only increase the uptake of playwork frameworks, but also contribute towards encouraging more open access to the sector and representation of a wider variety of communities and employees.

On and off the job guided learning (England)

Total GLH for each pathway

Legal Requirement

The Specification of Apprenticeship Standards England (SASE) states that apprentices must complete a minimum of 280 Guided Learning Hours (GLH) per year when undertaking an Intermediate Level or an Advanced Level Apprenticeship. A minimum of 100 GLH (or 30% of the total GLH whichever is greater) must be completed each year of the programme away from the apprentices' immediate area and pressure of work (off the job).

Definition:

ON THE JOB = Time spent learning in the workplace

OFF THE JOB = Time spent away from the area of work. This could be time spent with a training provider or Further Education college or completing functional skills..

Intermediate Level Apprenticeship in Playwork

The total guided learning hours for this framework is set at 572 GLH and we advise the framework to be completed within 12 months. Therefore the total GLH for year one of this programme will be 572 GLH which exceeds the minimum legal requirement of 280 GLH per year.

The 572 total GLH for this framework is made up of the components of this framework as follows:

- GLH associated with the competence element of the combined qualification (245 GLH)
- GLH associated with the knowledge element of the combined qualification (192 GLH)
- GLH associated with the employee rights and responsibilities qualification (45 GLH)
- GLH associated with the transferrable skills qualifications (90 GLH - 45 GLH per skill)

Advanced Level Apprenticeship in Playwork

The total guided learning hours for this framework is set at 628 GLH and we advise the framework to be completed in no less than 18 months. Therefore the total GLH for year one of this programme will be 419 GLH which exceeds the minimum legal requirement of 280 GLH per year.

The 628 total GLH for this framework is made up from the components of this framework as

follows:

- GLH associated with the competence element of the combined qualification (237 GLH)
- GLH associated with the knowledge element of the combined qualification (240 GLH)
- GLH associated with the employee rights and responsibilities qualification (61 GLH)
- GLH associated with the transferrable skills qualifications (90 GLH - 45 GLH per skill)

Minimum off-the-job guided learning hours

Intermediate Level Apprenticeship in Playwork

The total off the job GLH will be set at 280 GLH for this framework.

This is made up of the following components of the framework:

- part of the knowledge qualification (155 GLH)
- transferrable skills (90 GLH)
- part of the employee rights and responsibilities qualification (35 GLH)

Advanced Level Apprenticeship in Playwork

The total off the job GLH will be set at 332 GLH for this framework.

This is made up of the following components of the framework:

- part of the knowledge qualification (192 GLH)
- transferrable skills (90 GLH)
- part of the employee rights and responsibilities qualification (50 GLH)

The first year total off the job GLH will be set at 221 GLH.

How this requirement will be met

This requirement will be met via debriefing sessions, supervision, team sessions, shift handovers and activities similar to the above listed where the learner / apprentice is away from the pressures of the workplace and is supported and mentored by fellow workers and management.

In addition to the above list, completion of the knowledge element of the combined qualification and Functional Skills assessment will also contribute to the achievement of off the job guided learning hours.

The provider will be required to gather evidence of this achievement where it occurs outside of formal certification of a qualification and be able to produce this evidence on request to the certifying body.

We propose that this will be evidenced through apprentices holding an Activepassport, which is an online skills passport supported by leading employers and training providers. It allows learners to easily build and maintain a verified record of their skills, qualifications and achievements and keeps track of an individual's progress within and commitment to their career and professional development.

For more information and guidance on Activepassports, providers and employers can visit the Activepassport website <http://www.activepassport.com> and also contact SkillsActive.

Minimum on-the-job guided learning hours

Intermediate Level Apprenticeship in Playwork

The total on the job GLH will be set at 292 GLH for this framework.

This is made up of the following components of the framework:

- competence qualification (245 GLH)
- remainder of the knowledge qualification (37 GLH)
- remainder of the employee rights and responsibilities qualification (10 GLH)

Advanced Level Apprenticeship in Playwork

The total on the job GLH will be set at 296 GLH for this framework.

This is made up of the following components of the framework:

- competence qualification (237 GLH)
- remainder of the knowledge qualification (48 GLH)
- remainder of the employee rights and responsibilities qualification (11 GLH)

The first year total on the job GLH will be set at 197 GLH.

How this requirement will be met

This requirement will be met by the apprentices delivering their daily job roles, gaining technical experience as well as the time they spend acquiring knowledge and skills to achieve the competence requirement set out by the apprenticeship programme / framework.

We propose that this will be evidenced through apprentices holding an Activepassport, which is an online skills passport supported by leading employers and training providers. It allows learners to easily build and maintain a verified record of their skills, qualifications and achievements and keeps track of an individual's progress within and commitment to their career and professional development.

For more information and guidance on Activepassports, providers and employers can visit the Activepassport website <http://www.activepassport.com> and also contact SkillsActive.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

In the active leisure, learning and well-being apprenticeship frameworks, Personal Learning and Thinking Skills will be delivered, demonstrated, assessed and evidenced as part of the mandatory units of the competence or combined qualifications - in these frameworks, the Level 2 and 3 Diplomas in Playwork (NVQ).

The achievement of Personal Learning and Thinking Skills will be evidenced by the achievement certificates of either the Level 2 Diploma in Playwork (NVQ) or Level 3 Diploma in Playwork (NVQ).

Creative thinking

Creative Thinking Learning Outcomes:

Young people think creatively by generating and exploring ideas and making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Creative Thinking will be delivered, demonstrated, assessed and evidenced as part of the mandatory units of the combined qualification - the Level 2 Diploma in Playwork (NVQ) or Level 3 Diploma in Playwork (NVQ).

The mapping and signposting document to demonstrate where **Creative Thinking** appears in the combined qualification is available on request from SkillsActive.

Independent enquiry

Independent Enquiry Learning Outcomes:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Independent Enquiry will be delivered, demonstrated, assessed and recognised as part of the mandatory units of the combined qualification - the Level 2 Diploma in Playwork (NVQ) or Level 3 Diploma in Playwork (NVQ).

The mapping and signposting document to demonstrate where **Independent Enquiry** appears in the combined qualification is available on request from SkillsActive.

Reflective learning

Reflective Learning Learning Outcomes:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Reflective Learning will be delivered, demonstrated, assessed and evidenced as part of the mandatory units of the combined qualification - the Level 2 Diploma in Playwork (NVQ) or Level 3 Diploma in Playwork (NVQ).

The mapping and signposting document to demonstrate where **Reflective Learning** appears in the combined qualification is available on request from SkillsActive.

Team working

Team Working Learning Outcomes:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Team Working will be delivered, demonstrated, assessed and evidenced as part of the mandatory units of the combined qualification - the Level 2 Diploma in Playwork (NVQ) or Level 3 Diploma in Playwork (NVQ).

The mapping and signposting document to demonstrate where **Team Working** appears in the combined qualification is available on request from SkillsActive.

Self management

Self Management Learning Outcomes:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Self Management will be delivered, demonstrated, assessed and evidenced as part of the mandatory units of the combined qualification - the Level 2 Diploma in Playwork (NVQ) or

Level 3 Diploma in Playwork (NVQ).

The mapping and signposting document to demonstrate where **Self Management** appears in the combined qualification is available on request from SkillsActive.

Effective participation

Effective Participation Learning Outcomes:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Effective Participation will be delivered, demonstrated, assessed and evidenced as part of the mandatory units of the combined qualification - the Level 2 Diploma in Playwork (NVQ) or Level 3 Diploma in Playwork (NVQ).

The mapping and signposting document to demonstrate where **Effective Participation** appears in the combined qualification is available on request from SkillsActive.

Additional employer requirements

While the achievement of additional employer requirements is not a mandatory requirement for certification of these apprenticeship programmes, the sector and employers recognise the value and the need for these and completion of them will make the apprentice more employable. Therefore it is also advised for all apprentices on these programmes to achieve or hold a valid Paediatric First Aid, Food Hygiene or Health & Safety qualification.

Please note that this element of the apprenticeship programme is not funded, it is the employer's responsibility to make sure the additional employer requirement of the programme is achieved.

Apprentices may use Recognition of Prior Learning (RPL) for one industry skill that was achieved up to 6 months prior to the commencement of the apprenticeship.

It is essential that the choice of qualification be based on the needs of the organisation and the need to provide the apprentice with the appropriate skills in their area of work.

apprenticeship
FRAMEWORKS ONLINE

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