

apprenticeship FRAMEWORK

Advanced Playwork

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 14 OCTOBER 2016

Modifications to SASW came into effect on 14 October 2016. These changes relate to the **Essential Skills and Employer Rights and Responsibilities** requirements of a framework and they **ONLY** apply to new Apprenticeship starts on, or after, 14th October. Apprenticeship starts before this date must continue to meet the 2013 SASW requirements for Essential Skills and Employer Rights and Responsibilities.

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?

For any previous versions of this framework: www.acwcerts.co.uk/framework_library

Issue date: [15 June 2011]

Published By

[SkillsActive]

Apprenticeship Certification
Wales

<https://acwcerts.co.uk/web/>

Document Status:

[Issued]



Advanced Playwork

Contents

| | |
|---|----|
| Framework information..... | 3 |
| Contact information | 4 |
| Revising a framework..... | 5 |
| Purpose of this framework..... | 6 |
| Entry conditions for this framework | 8 |
| Level 3, Pathway 1: Advanced Playwork | 10 |
| How equality and diversity will be met | 19 |
| On and off the job training | 20 |
| Wider key skills assessment and recognition | 22 |

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: [1] | This framework includes: |
| Framework ID: [FR00650] | Level 2 [] Level 3 [X] Level 4-7 [] |
| Date this framework is to be reviewed by: [30/04/2012] | This framework is for use in: Wales |

Short description

[The aim of this apprenticeship is to meet the needs of employers for an expansion of training programmes and widen recruitment to the playwork sector at an advanced level.
Taking up this apprenticeship programme will lead to the following job roles: Playworker / Senior playworker.

]

Contact information

Proposer of this framework

[SkillsActive]

Developer of this framework

Name: [Krisztina Biliczky]

Organisation: [SkillsActive]

Organisation Type: [Sector Skills Council]

Job Title: [Apprenticeship Manager]

Phone: [02076322029]

Email: [Krisztina.bilicsky@skillsactive.com]

Postal address: [SkillsActive
6th Floor
77-91 Castlewood House
New Oxford Street
London
WC1A 1DG]

Website: [www.skillsactive.com]

Issuing Authority's contact details

Issued by: SkillsActive

Issuer contact name: Dian Shaw

Issuer contact phone: 0845 230 6080

Issuer Email: Dian.shaw@skillsactive.com

Contact Details

Who is making this revision [N/A]

Your organisation [Organisation Name]

Your email address: [Email address]

Revising a framework

Why this framework is being revised

[N/A]

Summary of changes made to this framework

[N/A]

Qualifications removed

[N/A]

Qualifications added

[N/A]

Qualifications that have been extended

[N/A]

Purpose of this framework

Summary of the purpose of the framework

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

Taking up this apprenticeship programme will lead to the following jobs: Playworker / Senior playworker.

Aims and objectives of this framework (Wales)

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

The objective of this framework is to contribute towards:

1. meeting the generic skills priorities for the sector which include safeguarding and wellbeing, communication, team working, customer services, employability skills and Leadership and Management
2. addressing playwork specific skills gaps in order to provide a quality inclusive, welcoming, stimulating & 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 3 qualifications to meet inspection and user requirements
5. progression pathways beyond level 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 in the following ways:

- ensuring that apprentices gain technical skills and will also be equipped by functional skills such as communication, team working, customer services and L & M
- The Playwork People 4 research paper and the 2008 Play Wales Workforce Survey details the list of specific playwork technical skills gaps, highest on the list being knowledge of playwork values and principles. The apprenticeship framework has all 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
- The 2008 Play Wales Workforce Survey indicates that 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.
- Legislation requires each playwork setting to have a minimum of one person qualified at

level 3 as supervisor or manager thereby increasing the number of level 3 qualified staff which eases succession planning and therefore improves business.

- The 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.

This framework will also contribute to the priorities of the Welsh Assembly Government set out in Skills That Work for Wales (2008) in particular:

Preparing Young People for the Future by:

- Developing a combination of technical occupational skills and generic work related skills.
- Providing a pathway from school and the Welsh Baccalaureate to employment.
- Requiring apprentices to obtain an understanding of the sector and its career pathways so that they can make informed choices about their future.

Investing in Apprenticeships by:

- Providing a comprehensive suite of apprenticeship frameworks, of which this is one, covering all of the main occupations in the active leisure and learning sector.
- Providing a framework that meets the requirements of the Specification of Apprenticeship Standards for Wales that can integrate with the Welsh Baccalaureate and help end the separation between vocational and academic qualifications.
- Supporting the implementation of new QCF qualifications included in the framework.

Getting the basics right by:

- Supporting learners, who have not achieved basic skills during their schooling to obtain literacy, numeracy and ICT skills with Essential Skills Wales accreditation. This will help reduce the 25 per cent of adults in Wales who do not have Level 1 literacy skills and the 53 per cent who do not have Level 1 numeracy skills.

]

Entry conditions for this framework

[This Apprenticeship is designed for those individuals who are looking to further develop their knowledge and skills to gain employment or for those 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 an initial assessment, testing their literacy and numeracy skills as well as their attitude to working in a play setting.

Potential apprentices should show an interest in working with children and young people and have a motivating and can do attitude. They should be willing to work as part of a team or on their own. They should have strong communication skills and be able to listen as well as be able to build good relationships with children, their parents and carers. Apprentices might have to undergo a police check depending on the play setting they are employed in.

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 3

Title for this framework at level 3

Apprenticeship in Advanced Playwork

Pathways for the framework at level 3:

Pathway 1: Advanced Playwork

Level 3, Pathway 1: Advanced Playwork

Description of this pathway

Apprentices completing this framework will achieve a minimum of 85 credits in total.

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

There are no further entry conditions in addition to those detailed in the framework entry conditions.

| 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 | 486 | N/A |
| B1b | 501/1316/1 | EDI | 65 | 486 | N/A |
| B1c | 501/1488/8 | City & Guilds | 65 | 486 | 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 Organisation 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]

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Communication achievement above the minimum SASW requirement? **YES** ☐ **NO** ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

[Enter alternative grade/level requirements and reasons here.]

Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Application of Number achievement above the minimum SASW requirement? **YES** ☐ **NO** ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

[Enter alternative grade/level requirements and reasons here.]

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES** ☐ **NO** ☒

Progression routes into and from this pathway

PROGRESSION INTO THIS PROGRAMME

There are no pre-defined entry routes, 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, Welsh Baccalaureate qualifications, A levels or vocational qualifications such as Work Based Learning Pathways or foundation apprenticeships. Learners can also progress into this apprenticeship programme from the Foundation Apprenticeship in Playwork.

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

Learners can also progress into this apprenticeship programme from employment in a different sector as a career change.

PROGRESSION FROM THIS ADVANCED PROGRAMME

On completion of the Apprenticeship in Playwork, level 3 qualifications will allow candidates to

become assistant managers and managers in play setting and be in charge of their qualified staff.

Playworkers are employed by local authorities, voluntary organisations or private companies. There are some full-time jobs but most employment opportunities within playwork are part time. Some are seasonal, for instance in the school holidays.

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. www.skillsactive.com/careers

]

UCAS points for this pathway:

[N/A]

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES** ☒ **NO** ☐

Delivery and assessment

In the Active Leisure and Learning 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 and Safety and Equality and Diversity training must be an integral part of the apprentice's learning programme;
- The range of sources of information and advice available to 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 understands their 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 career
- 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:

- CYQ 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

]

[

]

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

How equality and diversity will be met

[The Playwork Apprenticeship aims to promote diversity, opportunity and inclusion by offering a high quality learning experience. The delivery of this programme must be in settings free from prejudice and discrimination where all learners can contribute fully and freely and feel valued.

The selection and recruitment of apprentices to this programme must be inclusive and available to all people regardless of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, and sexual orientation.

ISSUES, BARRIERS AND ACTIONS

Playwork is historically a female dominated profession (78%) with 97% of the workforce being predominantly 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 the playwork framework, but also contribute to encouraging a more open access to the sector representing a wider variety of communities and employers.

]

On and off the job training

Summary of on- and off-the-job training

[These hours may vary depending on previous experience and attainment of the apprentice. Where a learner enters an apprenticeship agreement having previously attained or acquired the appropriate competencies or knowledge, this prior learning needs to be recognised and documented using the relevant QCF credit transfer, QCF exemption or Recognition of Prior Learning (RPL) procedures.

The amount of on the job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, provided the total number of on the job hours for this framework can be verified for apprenticeship certification. Apprentices who commence training under a new apprenticeship agreement with a new employer may bring a range of prior experience with them. When an apprentice can claim 5 per cent or more hours towards the on the job framework total through prior learning acquired from previous full-time education, employment or other vocational programmes, then the apprentice's learning programme should include customisation.

Training providers are encouraged to identify additional on the job training programmes that customise the learning to the new workplace. Customisation programmes may include selecting appropriate additional Unit(s) from QCF qualifications, or relevant units recognised as Quality Assured Lifelong Learning (QALL) through a CQFW (Credit and Qualifications Framework Wales) recognised body, or follow Essential Skills at a level higher than that specified in the framework, include one or more Wider Key Skills or other competency-based qualifications/units relevant to the workplace.

Previous attainment

For apprentices who have already achieved the relevant qualifications, they must have been certificated no earlier than 6 months prior to the date the learner was registered on the programme. The number of training hours delivered under an apprenticeship agreement may vary depending on the previous experience and attainment of the apprentice. The amount of off the job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, providing the total number of off the job hours for this framework can be verified for apprenticeship certification.

Previous experience

Where a learner enters an apprenticeship agreement with previous work-related experience, this prior learning needs to be recognised. For further details please see QCF Guidance on Claiming Credit. To count towards apprenticeship certification, previous experience must be recorded using the appropriate Awarding Organisation's QCF "Recognition of Prior Learning" procedures and the hours recorded may then count towards the off the job hours required to complete the apprenticeship. For apprentices with prior uncertificated learning experience, the off the job learning must have been acquired within 2 years of application for the Foundation Apprenticeship Certificate or the apprentice must have been continuously employed in the relevant job role in the industry for a minimum duration of 3 years.

Apprentices completing this framework have to achieve a total of 637 hours containing both on and off the job training hours. The framework is advised to be completed within 18 months.]

Off-the-job training

Off the job training is defined as time for learning activities away from normal work duties. For this framework the minimum amount of off the job training is 343 hours over the duration of this framework which is recommended to be completed within 18 months.

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 / but are supported and mentored by fellow workers and management and completion of the knowledge qualification and Essential Skills assessment.

The provider will be required to gather evidence of this achievement where it occurs outside of formal certification of a qualification.

We propose that this will be evidenced through apprentices holding an Active Passport, 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 individuals progress and commitment to their career and professional development.

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

On-the-job training

On the job training is defined as skills, knowledge and competence gained within normal work duties. For this framework the minimum amount of on-the-job training is 294 hours over the duration of this framework which is recommended to be completed within 18 months.

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 time acquiring knowledge and skills to achieve the competence requirement set out by the apprenticeship programme / framework.

The provider will be required to gather evidence of this achievement where it occurs outside formal certification of a qualification.

We propose that this could also be evidenced through apprentices holding an Active Passport, 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 individuals progress and commitment to their career and professional development.

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

Wider key skills assessment and recognition

While Wider Key Skills are not a **mandatory** part of the framework, training providers are encouraged to provide apprentices the opportunity to achieve them.

For this framework, there are natural opportunities for Wider Key Skills to be embedded within the mandatory units of the following qualifications:

| |
|--------------------------------------|
| <div>Enter Qualification Names</div> |
|--------------------------------------|

Improving own learning and performance

[Improving own learning and performance is an essential skill within our sector and is covered in the competence qualification, therefore it was decided in consultation with the sector that separate certification of Improving own learning and performance is not required for the completion of this framework.]

However, SkillsActive would encourage Training Providers to consider the value added element of delivery within the framework.]

Working with others

[Working with others is an essential skill within our sector and is covered in the competence qualification, therefore it was decided in consultation with the sector that separate certification of Working with others is not required for the completion of this framework.]

However, SkillsActive would encourage Training Providers to consider the value added element of delivery within the framework.]

Problem solving

[Problem solving is an essential skill within our sector and is covered in the competence qualification, therefore therefore it was decided in consultation with the sector that separate certification of Problem solving is not required for the completion of this framework.]

However, SkillsActive would encourage Training Providers to consider the value added element of delivery within the framework.]

apprenticeship **FRAMEWORK**

For more information visit-

www.acwcerts.co.uk/framework_library