

apprenticeship FRAMEWORK

Higher Apprenticeship in 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

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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: FR02867	Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4-7 <input checked="" type="checkbox"/>
Date this framework is to be reviewed by: 31/01/2016	This framework is for use in: Wales

Short description

This apprenticeship framework provides a work based professional route to train advanced practitioners and managers in the Playwork sector.

Contact information

Proposer of this framework

[SkillsActive has developed this framework with the following stakeholders: Wrexham Play Development Team, Play Wales, Fix Training, Clybiau Plant Cymru Kids Clubs, Wrexham ITEC, Glyndwr University and Welsh Government.]

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Who is making this revision

Your organisation

Your email address:

Revising a framework

Why this framework is being revised

Summary of changes made to this framework

Qualifications removed

Qualifications added

Qualifications that have been extended

Purpose of this framework

Summary of the purpose of the framework

This framework is primarily aimed at apprentices aspiring to work in a wide range of functions across different job roles at level 5. These roles can range from development officers and advanced practitioners to managers of a local authority play service.

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.

This objective of this framework is to contribute towards:

- meeting the generic skill priorities for the sector which includes safeguarding and wellbeing, communication, team working, customer services and employability skills
- addressing playwork specific skills gaps in order to provide a quality, inclusive, welcoming, stimulating and safely staffed environment in which children can play
- bringing about a more diverse workforce which reflects the community it serves
- improving business sustainability by increasing the number of staff with level 5 qualifications to meet inspection and user requirements
- positively impacting upon the Welsh Government strategic agenda such as that set out in the Policy Statement on Skills, Children and Families (Wales) Measure 2010 and the emerging 10 year plan for the early years, childcare and playwork workforce in Wales
- providing progression pathways beyond level 3 within Playwork and the wider children's workforce
- support for the Welsh government sufficiency duty, by providing progression routes for level 3 qualified staff to move into management and development roles, and thereby enabling the establishment of sufficient play provision, staffed by appropriately qualified playworkers

The framework will achieve the above objectives in the following ways:

- Not only will the framework ensure that apprentices gain technical skills while on programme but they will also be equipped with essential skills such as communication, team working and customer service.
- 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 followed by team working, communication, child protection, health and safety, paediatric first aid and customer service just to name a few. This apprenticeship framework has all these skills and knowledge covered within its structure, and 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 in Wales is a female dominated and predominantly white profession. Encouraging more employers in a wider variety of play settings to take on apprentices will not only increase the uptake of the playwork framework, it will contribute towards encouraging more open access to the sector representing a wider variety of communities and employers.
- This specific Apprenticeship framework will also help address the needs of Welsh Government who in 2010 commissioned Melyn Consulting to review the capacity and delivery of play training in Wales. The report made a number of relevant recommendations, specifically recommendations 3 and 13: The diversity of the play workforce requires a range of training routes and qualifications. Ongoing support from Welsh Government is needed to develop qualifications and training that is going to meet the needs of an expanding sector.

The Welsh Governments policy statement entitled 'Nurturing Children, Supporting Families' sets out priorities for childcare in Wales and the actions that should be undertaken to secure improvements in childcare. Within this strategic context two priorities are proposed; the first quality and the second workforce development. Regulatory requirements state that each playwork centre should have 50% of its staff qualified to a minimum of level 2 standard, however the current sector specific research suggests that 62% of the workforce have no playwork qualifications at all, 14% have level 2 qualifications and only 23.1% have qualifications at level 3 or above. Recognising the value of the framework as opposed to just gaining single qualifications in the sector is essential and will contribute to this regulatory requirement being satisfied by more level 2 qualified staff which in turn will directly impact on business sustainability as well as customer satisfaction. Progressing the actions set out above will contribute not only to a better qualified and skilled workforce, but also clearer progression and career pathways within the Active Leisure, Learning and Well-Being sector. Clear progression routes will also contribute to the retention of a skilled workforce within the sector. As suggested, the framework will also contribute to the priorities set out within the Welsh Governments Policy Statement on Skills (January 2014) and its underpinning Action Plan (July 2014). The Welsh Government Policy Statement on Skills has been drafted to inform future action in relation to post-19 skills and employment policy over a 10-year period. The key aim of the statement is to support Wales to evolve into a highly-skilled nation and to create the conditions which allow businesses in Wales to grow and flourish.

The statement covers four priority areas for the Welsh Government:

1. Skills for jobs and growth – focusing on how Wales can stimulate demand for a more highly-skilled society that can drive forward our economy in the pursuit of jobs and growth.
2. Skills that respond to local needs – describing how Wales must develop a skills system which reflects the needs of local communities, including providing a streamlined and accessible employment and skills offer for both individuals and employers.

3. Skills that employers value – recognising the importance of engaging employers to participate in the skills system and describing the level of co-investment needed alongside government if Wales is to remain competitive.
4. Skills for employment – exploring the role of the skills system in providing the employment support necessary to assist individuals into employment and to progress in work

Apprenticeships form an important part of the Policy Statement, particularly Higher Apprenticeships, and reference is made to the importance of high quality apprenticeship programmes which equip individuals with relevant skills for successful careers and employers with a suitably skilled workforce.

In relation to sector developments, the Children and Families (Wales) Measure provides an important steer. The measure provides a duty on Wales' local authorities to provide sufficient play opportunities for children and young people. This, along with Round 2 of Big Lottery's Play Programme in Wales adds increased demand for qualifications within the playwork sector that already has a significant skills shortage. Therefore, this framework is designed to complement and underpin these strategic developments across Wales.

Moving forward, delivery of this Apprenticeship will also have a positive impact on the new Welsh Government 10-year plan for the Early Years, Childcare and Playwork Workforce in Wales. The emerging plan aims to ensure that all those caring for young children are equipped with the necessary skills and competencies to support children to develop physically, socially, emotionally and cognitively. Here, priorities include up-skilling the existing workforce, attracting high-quality new entrants and developing leaders and future leaders in the sector.

Play Wales endorse the need for this higher level apprenticeship with opportunities to cover the skills priorities needed for the sector including business sustainability. Play Wales acknowledge that the quality of children's experiences, whether it be an after-school club, an adventure playground or a junior youth club depends on the practitioner. Offering a different learning pathway for playworkers is an important step forward.

Entry conditions for this framework

This higher apprenticeship is designed for those individuals who wish to work in the playwork sector in higher level roles and wish to further develop their skills and knowledge.

This framework provides a professional route to train and develop the leaders and managers in the playwork sector to the required regulatory standards in Wales.

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 and record any related experience and knowledge.

Potential apprentices for this framework:

- must have an interest and commitment to working with children and young people and have previous experience and qualifications in the area.
- must be able to demonstrate their ability through initial assessment to communicate in English and/or Welsh at ESW level 2 (GCSE A*-C) and the application of number to an ESW level 1 at entry.
- would have ideally completed an approved level 3 playwork course before commencing this framework, however this is not a mandatory requirement.
- would have to be over 19 and may be 21+ years old.
- 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 and should be willing to undergo a police check should their employment setting require.

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 especially if this is essential for them to carry out their daily role.

Level 5

Title for this framework at level 5

Playwork

Pathways for the framework at level 5:

Pathway 1: Advanced Practitioner in Playwork

Pathway 2: Manager in Playwork

Level 5, Pathway 1: Advanced Practitioner in Playwork

Description of this pathway

Apprentices completing this pathway of the framework will achieve a total of 87 credits made up of the following components of the framework:

- Level 5 Diploma in Advanced Playwork - a minimum of 75 credits
- Essential Skills Wales - 12 credits in total

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

There are no additional requirements other than the general entry requirements detailed earlier in the framework.

Job title(s)	Job role(s)
ADVANCED PRACTITIONER	Responsible for play sufficiency assessment and fulfilment; oversee county wide provision, seek funding for city and regional projects, identify, access and deliver training. Work with children; engage with communities and partners. Promote children’s right to play across adult agendas.

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 5 Diploma in Advanced Playwork

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/5370/2	CACHE	75	512	N/A

Relationship between competence and knowledge qualifications

The learner must achieve all 9 mandatory units, totalling 55 credits, plus a further minimum of 3 units totalling 20 credits to achieve the full 75 credits for the Diploma.

For the Advanced Practitioner roles, learners will need to choose the following unit - Understand how to research, design and facilitate possibilities for children and young people's self-directed play from the Mandatory Optional units worth 8 credits and they must complete the remaining 12 credits from 2 units in Optional Unit Group A (Practitioner).

Mandatory Units

1. Understand the principles and theories underpinning playwork provision (knowledge – 9 credits)
2. Understand how to work with colleagues and other key partners to develop an organisational framework for children and young people’s play (knowledge – 6 credits)
3. Understand how to develop, manage and review operational plans for play provision (knowledge – 7 credits)
4. Understand how to establish and develop working relationships to support children and young people’s play (knowledge – 3 credits)
5. Establish and develop working relationships to support children and young people’s play (competence – 5 credits)
6. Develop and implement procedures to safeguard children and young people (knowledge – 4 credits; competence – 4 credits)
7. Champion equality, diversity and inclusion (knowledge – 2 credits; competence – 2 credits)
8. Applying a reflective approach to improve professional development (competence – 6 credits)
9. Work with colleagues and other partners to develop an organisational framework for play (competence – 7 credits)

Mandatory Optional Units

1. Understand how to research, design and facilitate possibilities for children and young people’s self-directed play (knowledge - 8 credits)
2. Develop, manage and review operational plans for play provision (competence - 6 credits)

Optional Units Group A

1. Research, design and facilitate possibilities for children and young people’s self-directed play (competence - 6 credits)
2. Engage with parents, carers and families in a play environment (competence – 5 credits; knowledge – 5 credits)
3. Support others in accessing the resources they need to provide play environments (competence - 2 credits; knowledge – 2 credits)
4. Provide information to support decision making (knowledge – 4 credits; competence – 2 credits)
5. Provide learning opportunities for colleagues (knowledge – 6 credits; competence – 5 credits)
6. Allocate and monitor the progress and quality of work in own area of responsibility (competence - 6 credits; knowledge – 8 credits)

Total credits from knowledge: 39 credits

Total credits from competence: 24 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 FRAMEWORK

Learners might be already working in a level 3 playwork post as a playworker or senior playworker / supervisor and wish to progress their career into management work, or to further develop their understanding and practice in playwork with children in order to enhance the service offered.

They may also be recruited from related sectors in the children's workforce – early years or youth work – and wish to gain a qualification that enables them to move into a more generic management role working across settings which offer a service to a wider age range of children and young people.

PROGRESSION FROM THIS FRAMEWORK

Learners may wish to progress from their apprenticeship to a BA(Hons) in Playwork, however acceptance to degree courses will be done at the discretion and rules of each individual HE institution.

On completion of this apprenticeship, learners will be equipped to take up posts in management in children's services and senior practitioner posts working across a chain of provision or in a large, multi-sector setting offering a range of services for children and families.

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

Not required for level 5 frameworks in Wales.

However, learners may find that the information contained Within the Level 3 Award in Employment Awareness in Active Leisure and Learning qualification offered by a range of awarding organisations provides useful knowledge for their role.

Level 5, Pathway 2: Manager in Playwork

Description of this pathway

Apprentices completing this pathway of the framework will achieve a total of 87 credits made up of the following components of the framework:

- Level 5 Diploma in Advanced Playwork - a minimum of 75 credits
- Essential Skills Wales - 12 credits in total

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

There are no additional requirements other than the general entry requirements detailed earlier in the framework.

Job title(s)	Job role(s)
PLAYWORK MANAGER	Hold responsibility for staff management, budgets, training, induction, inspections, policies, supervision, local funding applications, strategy development, health and safety. May directly work with children and oversee playwork provision.

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 5 Diploma in Advanced Playwork

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/5370/2	CACHE	75	512	N/A

B2 – Level 5 Diploma in Playwork

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B2a	600/6939/3	City & Guilds	60	381	N/A

Relationship between competence and knowledge qualifications

The learner must achieve all 9 mandatory units, totalling 55 credits, plus a further minimum of 3 units totalling 20 credits to achieve the full 75 credits for the Diploma.

For the Playwork Manager roles, learners will need to choose the following unit - Develop,

manage and review operational plans for play provision from the Mandatory Optional units worth 6 credits and they must complete the remaining 14 credits from 2 units in Optional Unit Group B (Manager).

Mandatory Units

1. Understand the principles and theories underpinning playwork provision (knowledge – 9 credits)
2. Understand how to work with colleagues and other key partners to develop an organisational framework for children and young people’s play (knowledge – 6credits)
3. Understand how to develop, manage and review operational plans for play provision (knowledge – 7 credits)
4. Understand how to establish and develop working relationships to support children and young people’s play (knowledge – 3 credits)
5. Establish and develop working relationships to support children and young people’s play (competence – 5 credits)
6. Develop and implement procedures to safeguard children and young people (knowledge – 4 credits; competence – 4 credits)
7. Champion equality, diversity and inclusion (knowledge – 2 credits; competence – 2 credits)
8. Applying a reflective approach to improve professional development (competence – 6 credits)
9. Work with colleagues and other partners to develop an organisational framework for play (competence – 7 credits)

Mandatory Optional Units

1. Understand how to research, design and facilitate possibilities for children and young people’s self-directed play (knowledge - 8 credits)
2. Develop, manage and review operational plans for play provision (competence - 6 credits)

Optional Units Group B

1. Understand how to research, design and facilitate possibilities for children and young people’s self-directed play (knowledge - 8 credits)
2. Research, design and facilitate possibilities for children and young people’s self-directed play (competence – 6 credits)
3. Provide leadership in own area of responsibility (knowledge – 5 credits; competence – 4 credits)
4. Obtain additional finance for the organisation (knowledge – 4 credits; competence – 3 credits)
5. Support others in accessing the resources they need to provide play environments (competence - 2 credits; knowledge – 2 credits)
6. Recruit, select and keep colleagues (knowledge – 7 credits; competence – 5 credits)
7. Provide learning opportunities for colleagues (knowledge – 6 credits; competence – 5 credits)
8. Allocate and monitor the progress and quality of work in own area of responsibility (competence - 6 credits; knowledge – 8 credits)

9. Appraise staff performance (knowledge – 1 credit; competence – 4 credits)
10. Engage in personal development in health and social care or children and young people's settings (competence – 3 credits)

Total credits from knowledge: 31 credits

Total credits from competence: 30 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 FRAMEWORK

Learners might be already working in a level 3 playwork post as a playworker, senior playworker / supervisor and wish to progress their career into management work, or to further develop their understanding and practice in playwork with children in order to enhance the service offered.

They may also be recruited from related sectors in the children's workforce – early years or youth work – and wish to gain a qualification that enables them to move into a more generic management role working across settings which offer a service to a wider age range of children and young people.

PROGRESSION FROM THIS FRAMEWORK

Learners may wish to progress from their apprenticeship to a BA(Hons) in Playwork, however acceptance to degree courses will be done at the discretion and rules of each individual HE institution.

On completion of the apprenticeship they will be equipped to take up posts in management in children's services and senior practitioner posts working across a chain of provision or in a large, multi-sector setting offering a range of services for children and families.

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

Not required for level 5 frameworks in Wales.

However, learners may find that the information contained within the Level 3 Award in Employment Awareness in Active Leisure and Learning qualification offered by a range of awarding organisations provides useful knowledge for their role.

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 for the programme must be inclusive and available to all people regardless of gender, ethnic origin, religion / belief, sexual orientation or disability.

ISSUES, BARRIERS AND ACTIONS

Playwork is historically a female dominated profession (78%) with 97% 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 up take of the playwork framework, but also contribute towards encouraging 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.

Pathway One: Advanced Practitioner in Playwork

The total training hours for this framework is set at 702 training hours and we advise the framework to be completed in a minimum of 12 months.

The 702 total training hours for this framework is made up from the components of this framework as follows:

- Training hours associated with the competence element of the combined qualification (254 hours)
- Training hours associated with the knowledge element of the combined qualification (258 hours)
- Training hours associated with the essential skills qualifications (90 hours - 45 hours per skill)
- Training hours associated with the additional mentoring time (100 hours)

Pathway Two: Manager in Playwork

The total training hours for this framework is set at 702 training hours and we advise the framework to be completed in a minimum of 12 months.

The 702 total training hours for this framework is made up from the components of this framework as follows:

- Training hours associated with the competence element of the combined qualification (264 hours)
- Training hours associated with the knowledge element of the combined qualification (248 hours)
- Training hours associated with the essential skills qualifications (90 training hours - 45 hours per skill)
- Training hours associated with the additional mentoring time (100 hours)

Off-the-job training

Pathway One: Advanced Practitioner in Playwork

The total off the job training hours for this framework is set at 380 hours.

The 380 off the job training hours for this framework is made up from the components of this framework as follows:

- Training hours associated with the knowledge element of the training (190 hours)
- Training hours associated with the essential skills qualifications (90 hours - 45 hours per skill)
- Training hours associated with mentoring time (100 hours)

Pathway Two: Manager in Playwork

The total off the job training hours for this framework is set at 440 hours.

The 440 total training hours for this framework is made up from the components of this framework as follows:

- Training hours associated with the knowledge element of the training (200 hours)
- Training hours associated with the essential skills qualifications (90 hours - 45 hours per skill)
- Training hours associated with mentoring time (150 hours)

How this requirement will be met

OFF THE JOB training is defined as time for learning activities which take place outside of normal work duties but within contracted hours. Off-the-job training may include any activity where a learner receives any form of instruction, tuition, assessment or progress reviews. For where a learner receives any form of instruction, tuition, assessment or progress reviews. For example, (but not exclusively) private study, coaching, mentoring, e-learning, distance learning or classroom training may count as off-the-job training.

Total training hours delivered within a framework may vary depending on the previous experience and attainment of the individual learner. As such, the stated minimum requirement of hours for off the job learning may be reduced accordingly. However, the minimum hours required in total for off the job training for this framework must still be able to be verified as part of the certification process.

PREVIOUS ATTAINMENT

If a learner embarks on this framework having previously attained part, or all, of the relevant qualifications contained therein (or some of the units contained therein) , then this prior learning need can be recognised using either a QCF Credit transfer (where appropriate) or formal recognition of previous learning. For learners that have previously achieved the relevant qualifications or units, they must have attained these within 3 years of applying for the framework certificate. This is to ensure the currency of their previous attainment.

PREVIOUS EXPERIENCE

If a learner starts this framework with previous work-related experience, this prior learning needs to be recognised but, in order to count towards the certification of this professional framework, it does need to be recorded using the correct procedures. Please contact the appropriate Awarding Body for details of their "Recognition of Prior Learning" procedures if there are any in place.

For learners with prior un-certificated learning experience, the off the job learning must have been attained within 3 years of applying for the framework Certificate. Alternatively, they should have been continuously employed in the relevant job role in the industry for 3 years duration.

A declaration form to be signed by the learner and provider that the on the job and off the job training hours have been completed must be provided as evidence when applying for the framework completion certificate.

On-the-job training

Pathway One: Advanced Practitioner in Playwork

The total on the job training hours for this framework is set at 322 hours.

The 322 off the job training hours for this framework is made up from the components of this framework as follows:

- Training hours associated with the competence element of the training (254 hours)
- Training hours associated with the remaining hours from the knowledge based element of the training (68 hours)

Pathway Two: Manager in Advanced Playwork

The total on the job training hours for this framework is set at 312 hours.

The 312 total training hours for this framework is made up from the components of this framework as follows:

- Training hours associated with the competence element of the training (264 hours)
- Training hours associated with the remaining hours of the knowledge based element of the training (48 hours)

How this requirement will be met

Please note that all learners will be assessed on their own abilities and previous experience and some of the learning hour requirements may need to be altered in order to take account of prior learning, existing qualifications and an individual's experience.

On the job training hours relate to all activities that would normally be undertaken in the course of your working activities.

The learner, employer and learning provider together will keep a record of how this time is spent: showing what time is taken to complete these tasks and what tasks are achieved (e.g. reflective diary, supervision notes or performance reviews and diaries can all be used as evidence).

These might include:

- Supporting individuals or groups of people (including staff);
- Planning and completing activities;
- Undertaking roles and tasks as required by your employer;
- Observations, modelling and mentoring by more experienced staff and providing these activities to your own staff;
- Planning attending and leading staff meetings and in situ training;
- Recording information;
- Liaison with other professionals and preparing reports or charts;
- Attending (and delivering) supervision sessions with managers/mentors/ staff to discuss performance and development in relation to the work environment;
- Attendance at meetings relating to service users (to observe or participate).

The assessment principles for the Diploma at the heart of this apprenticeship require direct observation in real work settings before competence is agreed.

On-the-job training hours are both planned, reviewed and evaluated jointly between the apprentice and a tutor, or teacher; their workplace supervisor or manager and, where relevant, the apprentice's coach or mentor.

On-the-job training support via a tutor, teacher, mentor or manager is made available when required by the apprentice.

On-the-job training hours are delivered through one or more of the following methods:

- individual and group teaching;
- e-learning; distance learning;
- coaching; mentoring; feedback & assessment;
- collaborative/networked learning with peers;
- guided study

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:

Enter Qualification Names

Improving own learning and performance

Improving own learning and performance is an essential skill within the Playwork 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 the Playwork 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 the Playwork sector and is covered in the competence qualification, 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

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