

apprenticeship FRAMEWORK

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: 4	This framework includes:
Framework ID: FR05050	Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: DD/MM/YYYY	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 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 a Foundation level - Assistant playworker / Play centre assistant;
- At an Apprenticeship level - Playworker / Senior playworker.

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

- 12 months at Foundation Apprenticeship level;
- 18 months at Apprenticeship level.

Contact information

Proposer of this framework

SkillsActive

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Revising a framework

Why this framework is being revised

|This framework has been revised to remove expired qualifications AND add new qualifications. |

Summary of changes made to this framework

|This framework has been revised to remove expired qualifications AND add new qualifications. |

Qualifications removed

|The following qualifications have been removed from the framework:

- NCFE CACHE Level 2 Diploma in Playwork 500/9047/1
- NCFE CACHE Level 3 Diploma in Playwork 501/0997/2

Qualifications added

|The following qualifications have been added to the framework:

- NCFE CACHE Level 2 Diploma in Playwork 610/0643/9
- NCFE CACHE Level 3 Diploma in Playwork 610/0645/2

Qualifications that have been extended

|N/A|

Purpose of this framework

Summary of the purpose of the framework

The Foundation Apprenticeship in Playwork is primarily aimed at 16-25 year olds, who want to start a career in the playwork sector, but could also be 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.

The Apprenticeship in Playwork is intended to meet the needs of employers for an expansion of training programmes and to widen recruitment into the playwork sector at a more advanced level.

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 to widen recruitment into the playwork sector.

This objective of this framework is 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 3 qualifications to meet inspection and user requirements;
5. progression pathways beyond levels 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 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 other essential workplace skills such as communication, team working and customer services.
- 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 is knowledge of playwork values and principles followed by team working, communication, child protection, health and safety, paediatric first aid and customer service to name a few. The apprenticeship framework has all these 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 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 increase the uptake of the playwork framework, and it will contribute towards encouraging a more open access to the sector through representation of a wider variety of communities and employees.

- Regulatory requirements state that each playwork centre must have 50% of its staff qualified to a minimum of level 2 and at least one of its staff qualified to a minimum of level 3. However the current sector specific research suggests that 61% of the workforce have no playwork qualifications at all, only 14% have level 2 qualifications and 25% have qualifications at level 3 or above. Recognising the holistic 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 and 3 qualified staff. This in turn will positively impact on business sustainability as well as customer satisfaction.

As outlined above, the framework 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 will contribute to retaining the workforce within the sector.

The Foundation Apprenticeship and Apprenticeship 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...

The Welsh Government's Economic Renewal Programme highlights a commitment to the continuous development of the apprenticeship model as a flagship vocational training option. Also, in its 2006 Play Policy Implementation Plan, the Welsh Government specifically committed to working with SkillsActive to seek ways of addressing recruitment and retention issues in playwork. Apprenticeships are recognised as an effective way of investing in staff at the point of recruitment by providing individuals with workplace experience while enabling them to gain the knowledge and skills required to perform within the job role.

This framework will also contribute to the priorities of the Welsh 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, learning and well-being 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

The Foundation Apprenticeship in Playwork is designed for those individuals who wish to work in a playwork setting and wish to develop their skills and knowledge. The Apprenticeship in Playwork 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 playwork 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 be willing to undergo a police check should their employment setting require.

Apprentices will be given the opportunity to gain literacy and numeracy qualification 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

Foundation Apprenticeship in Playwork

Pathways for the framework at level 2:

Pathway 1: Playwork

Level 2, Pathway 1: Playwork

Description of this pathway

Apprentices completing this framework will achieve a minimum of 74 credits in total.

- Minimum 56 credits for competence and knowledge - Level 2 Diploma in Playwork
- 12 credits for transferable skills - 6 credits for each Essential Skills Wales qualification
- 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 conditions in addition to those detailed in the framework entry conditions.

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

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	610/0643/9	NCFE CACHE	56	457	N/A
B1b	500/8681/9	City & Guilds	61	437-442	N/A
B1c	601/7962/5	Focus Awards	61	437-442	N/A
B1d	601/7960/0	BIIAB	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

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 routes into the Foundation 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, Welsh Baccalaureate qualifications, A levels or vocational qualifications such as Pathways To Apprenticeships or other vocational qualifications and work experience.

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 PROGRAMME

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

Apprentices can also progress onto the Apprenticeship in Playwork. Gaining level 3 and above qualifications either as part of the Apprenticeship in Playwork programme or in a further education college will allow candidates to become assistant managers and managers in a playwork setting and be responsible for 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.

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, 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

500/7367/9

- IAO 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
- NCFE 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
- BIIAB Level 2 Award in Employment Awareness in Active Leisure and Learning 601/8024/9

Please note 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

Apprenticeship in 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 73 credits in total.

- Minimum 53 credits for competence and knowledge - Level 3 Diploma in Playwork
- 12 credits for transferrable skills - 6 credits for each Essential Skills Wales qualification
- 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 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 playwork setting, ensuring that policies and procedures are followed, and that a range of playwork 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

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	610/0645/2	NCFE CACHE	53	458	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
B1e	601/8807/9	BIIAB	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

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 Pathways To Apprenticeships 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 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 responsible for 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 courses 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, 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
- IAO 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
- NCFE 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
- BIIAB Level 3 Award in Employment Awareness in Active Leisure and Learning 601/8025/0

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 Foundation Apprenticeship and Apprenticeship 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 (78%) in Wales 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 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 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.

Foundation Apprenticeship in Playwork

The total training hours for this framework is set at 572 hours and we advise that the framework is completed in no less than 12 months. Therefore the total training hours for year one of this programme will be 572 hours which exceeds the minimum legal requirement of 280 training hours per year.

The 572 total training hours for this framework is made up of the components of this framework

as follows:

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

Apprenticeship in Playwork

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

The 628 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 (237 hours)
- Training hours associated with the knowledge element of the combined qualification (240 hours)
- Training hours associated with the employee rights and responsibilities qualification(61 hours)
- Training hours associated with the transferrable skills qualifications (90 hours - 45 hours per skill)

Off-the-job training

Foundation Apprenticeship in Playwork

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

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

- part of the knowledge qualification (155 hours)
- transferrable skills (90 hours)
- part of the employee rights and responsibilities qualification (50 hours)

Apprenticeship in Playwork

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

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

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

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

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 Essential 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.

On-the-job training

Foundation Apprenticeship in Playwork

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

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

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

Apprenticeship in Playwork

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

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

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

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

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.

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 our sector and is covered in the framework's combined 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 framework's combined 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 framework's combined 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