

apprenticeship FRAMEWORK

Playwork - non-statutory (Wales)

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

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Short description

The aim of this intermediate level apprenticeship is to meet the needs of employers for an expansion of training programmes and widen recruitment to the playwork sector. Taking up this intermediate level apprenticeship programme will lead to the following job roles: Assistant Playworker / Play centre assistant.

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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.

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:

1. meeting the generic skill priorities for the sector this includes safeguarding and wellbeing, communication, team working, customer services 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 qualifications to meet inspection and user requirements
5. progression pathways beyond level 2 within Playwork and the wider children's workforce

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 by functional 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 being knowledge of playwork values and principles followed by team working, communication, child protection, health and safety, paediatric first aid and customer services just 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 not only increase the up take of the playwork framework, it will contribute towards encouraging a more open access to the

sector representing a wider variety of communities and employers.

- Regulatory requirements state that each playwork centre to 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.

By doing all that is 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 and Learning sector. Clear progression will contribute to retaining the workforce within the sector.

The framework is also available at an advanced level to provide progression.

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 foundation apprenticeship is designed for those individuals who wish to work in a playwork setting and wish to develop their skills and knowledge.

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 this 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 79 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)
Assistant Play worker / Play centre assistant	Works under supervision of the playworker in charge, contributing to the organisation and facilitation of play opportunities.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 2 Diploma in Playwork (NVQ)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	500/9298/4	EDI	61	437	N/A
B1b	500/9047/1	CACHE	61	437	N/A
B1c	500/8681/9	City & Guilds	61	437	N/A

Notes on competence and knowledge qualifications (if any)

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 the Administration of the Play Environment (competence – 8 credits)
2. Support the Travel of Children and Young People Outside the Play Environment(competence – 13 credits)

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

Total credits from knowledge: 25 credits

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

Transferable skills (Wales)

Essential skills (Wales)

	Minimum level	Credit value
Communication	1	6
Application of numbers	1	6
IT	N/A	N/A

Progression routes into and from this pathway

PROGRESSION INTO THIS PROGRAMME

There are no pre-defined routes into the Intermediate Level Playwork apprenticeship, however learners wishing to progress into this apprenticeship programme could come from a variety of backgrounds with a variety of qualifications.

These might include diplomas, GCSEs, Welsh Baccalaureate qualifications, A levels or vocational qualifications such as Work Based Learning Pathways 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 Advanced Playwork. Gaining level 3 and above qualifications either as part of the Apprenticeship in Advanced Playwork programme or in a further education college will allow candidates to become assistant managers and managers in a 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.

For further details on progression routes and employment opportunities please check the

SkillsActive Careers site. www.skillsactive.com/careers

Delivery and assessment of employee rights and responsibilities

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 national outcomes of the employee rights and responsibilities listed above:

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

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 (Wales)

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 572 hours containing both on and off the job training hours. The framework is advised to be completed within 12 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 290 hours over the duration of this framework which is recommended to be completed within 12 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 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 282 hours over the duration of this framework which is recommended to be completed within 12 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 www.activepassport.com and also contact SkillsActive.

Wider key skills assessment and recognition (Wales)

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.

Additional employer requirements

As an addition to the previously listed certification components of the apprenticeship programme, all apprentices are required to achieve or hold a valid Paediatric First Aid, Food Hygiene or Health and Safety qualification.

It is the employer's responsibility to make sure this element of the framework is achieved.

Apprentices may use Accreditation of Prior Achievement (APL) for one industry skill that was achieved up to 6 months prior to the commencement of the Apprenticeship.

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

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