

Overview

This standard is about managing the playwork setting and the processes involved in maintaining a healthy, safe and secure physical environment.

The main outcomes of this standard are:

1. manage the playwork setting
2. manage and maintain the physical resources within the playwork setting
3. supervise the maintenance of health, safety and security in the playwork setting

This standard is for a playworker working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that have some responsibility for the setting and others, making a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Run the playwork setting

Performance criteria

You must be able to:

Manage the playwork setting

1. administer play provision in accordance with legal and organisational policies and procedures
2. lead **others** to establish and maintain the playwork setting to meet the play needs of children and young people
3. take responsibility for risk management by:
 - 3.1 supporting staff when undertaking dynamic risk-benefit assessments
 - 3.2 monitoring the recording and filing of risk-benefit assessments
 - 3.3 checking that observations of play within the playwork setting are carried out
4. check that staff undertake reflection and observation to improve their playwork practice
5. promote inclusion and diversity in your organisation
6. recognise **barriers to inclusion** and work with **others** to overcome and or reduce these
7. promote the playwork setting to children, young people, parents and carers who may experience barriers to participation
8. maintain records in accordance to organisational policies and procedures
9. provide **information** to authorised people and agencies in accordance with organisational policies and procedures
10. manage access of **others** according to legal and organisational policies and procedures
11. restrict access to **information** according to the agreements on confidentiality and organisational and legal requirements
12. support children and young people's manipulation and changing of the play space

Manage and maintain the physical resources within the playwork setting

13. provide resources which are accessible to all children and young people
14. check that staff carry out site checks in accordance with organisational policies and procedures
15. check that staff carry out **safety checking** of the indoor and outdoor environment before, during and after work activities
16. report, arrange and check maintenance work is completed as required
17. provide regular changes to the playwork setting to meet the needs of all children and young people

Supervise the maintenance of health, safety and security in the playwork setting

18. take responsibility for the health, safety and security of children and young people, in accordance with legal and organisational policies and procedures
19. maintain records about the health, safety and security requirements for your playwork setting in accordance with legal and organisational policies and procedures
20. make sure that all children, young people and adults using the playwork setting have details about the health, safety and security procedures
21. make sure **others** are following health, safety and security procedures
22. maintain supervision of children and young people, considering the levels of risk and the child or young person's needs, preferences and stage of development
23. encourage children and young people to manage risk for themselves and have an awareness of their own and **others'** safety
24. review and revise your organisational procedures on health, safety and security
25. implement procedures for accidents, injuries, illnesses and other **emergencies**

Knowledge and understanding

You need to know and understand:

Manage the playwork setting

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. how to administer play provision in accordance with legal and organisational policies and procedures
3. how to support **others** to establish and maintain the playwork setting to meet the play needs of children and young people
4. the responsibilities to take for risk management
5. differences between formal risk assessments and dynamic risk-benefit assessments
6. ways to support staff in undertaking and reflecting on dynamic risk-benefit assessments
7. theories and models of risk assessment to cover the playwork setting for children, young people and **others** both indoors, outdoors and on outings
8. how to monitor the recording and filing of risk-benefit assessments
9. the importance of ensuring that observations of play within the playwork setting are carried out
10. the importance of ensuring that reflection on observations is used to improve playwork practice
11. current models and good practice to do with inclusion
12. the social and medical models of disability and the differences between them
13. how to recognise and overcome **barriers to inclusion** in the playwork setting
14. how to promote the playwork setting to children, young people, parents and carers who may experience barriers to participation
15. what is inclusive play provision and what is its relative value compared to 'separate', 'segregated' and or 'integrated' play provision
16. how to maintain records in accordance to organisational policies and procedures
17. organisational policies and procedures for providing **information** to authorised people and agencies
18. the types of **information** which may need to be passed on to authorised people in the organisation
19. why it is important to keep records complete, legible and up-to-date
20. the importance of storing records confidentially in accordance with legal and organisational policies and procedures

21. ways to support children and young people's manipulation and changing of the play space
22. the types of support that children and young people may need to access and make best use of the playwork setting
23. ways to support a culture within the staff, children and young people to be involved in the creation of new and enriched play spaces within the playwork setting

Manage and maintain the physical resources within the playwork setting

24. ways of making sure there are resources which are accessible to all children and young people
25. ways of ensuring the playwork setting is accessible and inclusive
26. **safety checking** of the indoor and outdoor environment before, during and after work activities
27. organisational policies and procedures for carrying out site checks
28. organisational policies and procedures for monitoring and maintaining equipment
29. the importance of ensuring that the playwork setting supports all children and young people's wellbeing
30. how to ensure staff engage with children and young people to create play spaces
31. the requirement for ensuring requested play opportunities are available

Supervise the maintenance of health, safety and security in the playwork setting

32. how to take responsibility and monitor the statutory, regulatory and organisational policies and procedures covering health, safety and security for the children, young people and **others** in your playwork setting
33. agreements on confidentiality which have been made with parents and carers
34. the importance of all children, young people and adults using the playwork setting having details about the health, safety and security procedures
35. the needs, preferences and stages of development of children and young people and the implications these have for health, safety and security arrangements, managing risk for themselves and having an awareness of their own and **others'** safety
36. how to implement procedures for accidents, injuries, illnesses and other

Run the playwork setting

- emergencies, in accordance with legal and organisational policies and practices
37. legal and organisational procedures for the storage and administration of medicines
 38. legal and organisational policies and procedures covering manual handling and the risks associated with lifting and carrying
 39. the contents of a first aid kit
 40. **good hygiene practices** to avoid risk of cross-infection
 41. signs and symptoms of common childhood illness and allergies and the organisational policies and procedures for responding
 42. your organisational policies and procedures for **emergencies**

Run the playwork setting

**Scope/range related
to performance
criteria**

Others

1. staff
2. visitors
3. parents and or carers

Barriers to inclusion

1. attitudinal
2. environmental
3. institutional

Information (*minimum of 4 out of 6*)

1. background
2. dietary needs
3. allergies
4. personal care requirements
5. access and collection arrangements
6. organisational records

Safety checking

1. facilities and equipment
2. toilet and washing areas
3. movement and activity of children and young people

Emergencies

1. fire
2. missing children
3. evacuation

Run the playwork setting

Scope/range related to knowledge and understanding**Others**

1. staff
2. visitors
3. parents and or carers

Barriers to inclusion

1. attitudinal
2. environmental
3. institutional

Information

1. background
2. dietary needs
3. allergies
4. personal care requirements
5. access and collection arrangements
6. organisational records

Safety checking

1. facilities and equipment
2. toilet and washing areas
3. movement and activity of children and young people

Good hygiene practice

1. appropriate systems to dispose of different types of waste
2. handling body fluids
3. contagious and blood-borne diseases

Emergencies

1. fire
2. missing children
3. evacuation

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Inclusive play provision

Provision that is open and accessible to all, and takes positive action in removing barriers, so that all children and young people can participate

Play needs

What individual children and young people have to have in order to be able to play, but are not always able to have for a variety of reasons; for example, lack of access, overprotective adults, lack of outdoor environments, etc.

Play Provision

Adult created places where children and young people can play

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Segregated play provision

The setting aside of disabled children and young people, based on a professional's view of impairment and lack of ability to 'fit in'. Non-disabled professionals have total control

Separate play provision

Groups of disabled children and young people who choose to meet and develop their own agenda, similar to other minority groups

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Run the playwork setting

Developed by	SkillsActive
Version Number	1
Date Approved	January 2016
Indicative Review Date	April 2021
Validity	Current
Status	Original
Originating Organisation	Skills Active
Original URN	New
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	playwork; freely chosen self-directed play; playwork setting; children and young people

Overview

This standard is about implementing and maintaining procedures relating to safeguarding issues and potential bullying, within the playwork setting.

The main outcomes of this standard are:

1. maintain procedures to safeguard children and young people
2. implement safeguarding procedures for children and young people
3. implement policy and procedures to respond to potential bullying

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that have some responsibility for the playwork setting and others, making a significant contribution to supporting play.

This standard is underpinned by The Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Implement policies and procedures to safeguard children and young people in the playwork setting

Performance criteria

You must be able to:

Maintain procedures to safeguard children and young people

1. develop and maintain your organisation's safeguarding procedures according to legal and regulatory requirements
2. engage in updating your organisation's safeguarding procedures in collaboration with **others**
3. lead on and participate in training and provide support to implement safeguarding procedures

Implement safeguarding procedures for children and young people

4. provide support to children and young people about how to keep themselves safe from **abuse**
5. provide support to children and young people on their rights
6. provide support to children and young people with guidance on what they could do if they experience **abuse**

Implement policy and procedures to respond to potential bullying

7. manage, monitor and implement your organisation's anti-bullying policy
8. engage in updating your organisation's anti-bullying procedures in collaboration with children, young people and staff
9. provide support and guidance to staff to support them with implementing your organisation's safeguarding and anti-bullying policies and procedures
10. provide support to children and young people about how to keep themselves safe from bullying

Implement policies and procedures to safeguard children and young people in the playwork setting

Knowledge and understanding

You need to know and understand:

Maintain procedures to safeguard children and young people

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within their own role
2. your own role and responsibilities in relation to the protection of children and young people
3. your organisation's safeguarding procedures for the protection of children and young people from **abuse**
4. current legal, regulatory and organisational requirements for safeguarding, where to access them and the importance of keeping up-to-date with them
5. sources of information on best practice in relation to safeguarding
6. the importance of recognising, reporting and recording concerns of **abuse** in relation to any child or young person
7. the importance of undertaking and providing current and relevant updates and training
8. your responsibilities in supporting staff with the implementation of safeguarding and anti-bullying policies and procedures

Implement safeguarding procedures for children and young people

9. how to recognise signs and symptoms of **abuse** and neglect
10. how to identify and respond to concerns of **abuse** in accordance with your organisation's safeguarding procedures
11. how to report and record information about concerns of **abuse**, in accordance with current legal, regulatory and organisational requirements
12. the types of information children and young people may need about how to keep themselves safe from **abuse** and where to access these
13. ways of providing information to children and young people on their rights and the importance of doing so
14. the importance of promoting self-esteem and resilience in children and young people
15. the factors that may make certain children and young people more vulnerable to **abuse** and the importance of remaining aware of this
16. how to provide guidance and support to children and young people on what they could do if they experience **abuse**
17. the types of guidance and support required from you to give to staff about concerns of **abuse**

Implement policy and procedures to respond to potential bullying

18. your organisation's anti-bullying policy and procedures and why these are important
19. **types** of bullying
20. how to identify and respond to concerns of bullying in accordance with your organisation's anti-bullying policy and procedures
21. how to recognise and respond to information about concerns of bullying
22. why staff may need support and the sources, location and type of support that may be necessary

Implement policies and procedures to safeguard children and young people in the playwork setting

Scope/range related Others (*minimum 3 out of 5*)

**to performance
criteria**

1. staff
2. senior managers
3. key professionals involved with individual children and or young people
4. referral agencies
5. other professionals involved in child protection

Abuse

1. physical
2. neglect
3. emotional
4. sexual
5. bullying

Implement policies and procedures to safeguard children and young people in the playwork setting

Scope/range related to knowledge and understanding

Abuse

1. physical
2. neglect
3. emotional
4. sexual
5. bullying

Types

1. emotional
2. physical
3. cyber

Values

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Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Setting

A staffed place where playwork takes place

Space

Anywhere in a setting that is formed through children and young people's play, or is co-created with playworkers, and which could be physical, cyber, affective, permanent or transient

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Implement policies and procedures to safeguard children and young people in the playwork setting

Developed by	SkillsActive
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Indicative Review Date	April 2021
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Status	Original
Originating Organisation	SkillsActive
Original URN	New
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	implement; safeguard; playwork setting; playwork; abuse; children and young people

Overview

This standard is about providing direction to the members of your team and motivating and supporting them to achieve both team objectives and their individual work objectives.

It is relevant to team leaders, project managers and other managers who are responsible for leading teams. *CFAM&LBA1 Lead your organisation* and *CFAM&LBA2 Provide leadership in your area of responsibility* are complementary standards for managers with wider responsibility.

This standard links to a number of other standards in the key area *DB Manage teams* and also to *CFAM&LFA5 Manage projects*.

Performance criteria

- You must be able to:*
- P1 Clearly communicate the purpose and objectives of the team to all members.
 - P2 Involve members in planning how the team will achieve its objectives.
 - P3 Ensure that each member of the team has individual work objectives and understands how these contribute to achieving the objectives of the team and the organisation as a whole.
 - P4 Encourage and support team members to achieve their individual work objectives and those of the team and provide recognition when objectives have been achieved.
 - P5 Steer the team successfully through difficulties and challenges.
 - P6 Encourage and recognise creativity and innovation within the team.
 - P7 Empower team members to develop their own ways of working and take their own decisions within agreed boundaries.
 - P8 Encourage team members to take responsibility for their own development needs.
 - P9 Give team members support and advice when they need it especially during periods of setback and change.
 - P10 Motivate team members to present their own ideas and listen to what they say.
 - P11 Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead.
 - P12 Win, through your performance and behaviour, the trust and support of team members.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 Different ways of communicating effectively with members of a team.
- K2 How to set objectives which are SMART (Specific, Measurable, Agreed, Realistic and Time-bound).
- K3 How to plan the achievement of team objectives and the importance of involving team members in this process.
- K4 The importance of and being able to show team members how personal work objectives contribute to achievement of team objectives.
- K5 How to get and make use of feedback from people on your leadership performance.
- K6 How to select and successfully apply methods for motivating, supporting and encouraging team members and recognising their achievements.
- K7 Types of difficulties and challenges that may arise and ways of identifying and addressing them.
- K8 The importance of encouraging others to take the lead and ways in which this can be achieved.
- K9 How to encourage and recognise creativity and innovation within a team.

You need to know and understand:

Industry/sector specific knowledge and understanding

- K10 Legal, regulatory and ethical requirements in the industry/sector.

You need to know and understand:

Context specific knowledge and understanding

- K11 Individuals within your team, their roles, responsibilities, competences and potential.
- K12 Your team's purpose, objectives and plans.
- K13 The personal work objectives of members of your team.
- K14 The types of support and advice that team members are likely to need and how to respond to these.
- K15 Standards of performance for the work of your team.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
- 2 Make time available to support others
- 3 Support others to make effective use of their abilities
- 4 Encourage others to take decisions autonomously, when appropriate
- 5 Recognise the achievements and success of others
- 6 Encourage and welcome feedback from others and use this feedback constructively
- 7 Act within the limits of your authority
- 8 Refer issues outside the limits of your authority to appropriate people
- 9 Show integrity, fairness and consistency in decision-making
- 10 Take personal responsibility for making things happen
- 11 Protect your own and others' work against negative impacts
- 12 Seek to understand people's needs and motivations
- 13 Create a sense of common purpose
- 14 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Consulting
- Decision-making
- Following
- Involving others
- Leadership
- Leading by example
- Managing conflict
- Monitoring
- Motivating
- Obtaining feedback
- Planning
- Problem solving
- Providing feedback
- Setting objectives
- Team building
- Valuing and supporting others

CFAM&LBA3

Lead your team

Developed by	CFA Business skills @ work
Version number	2.0
Date approved	March 2012
Indicative review date	March 2015
Validity	Current
Status	Original
Originating organisation	CFA Business skills @ work
Original URN	CFAM&LBA3
Relevant occupations	Managers and Senior Officials; Marketing occupations; Animal Facility Manager; Operations Manager; Team Leader; Arts, Media and Publishing; Librarians and Related Professionals; Crafts, creative arts and design; Quality and Customer Care Managers; Artistic and Literary Occupations; Customer Service Occupations; Welding Supervisor;
Suite	Management & Leadership; Marketing (2013); Animal Technology; Cultural & Heritage Venue Operations; Cultural and Heritage Venue Management; Welding Supervision;
Key words	Management & leadership; lead; team; team leaders; project managers; Marketing; venue; Welding Supervision;

CFAMLB6

Provide leadership in your area of responsibility



Overview

The unit is about providing direction to people in a clearly and formally defined area or part of an organisation and motivating and supporting them to achieve the vision and objectives for the area. The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

The unit is recommended for first line managers and middle managers.

This unit is linked to all other units in the overall suite of National Occupational Standards for Management and Leadership where leadership in your area of responsibility may be required.

CFAMLB6

Provide leadership in your area of responsibility

Performance criteria

- You must be able to:*
- P1 create a vision of where your area is going and clearly and enthusiastically communicate it, together with supportive objectives and operational plans, to the people working within your area
 - P2 ensure that people working within your area understand and can see how the vision, objectives and operational plans link to the vision and objectives of the overall organisation
 - P3 steer your area successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the area
 - P4 create and maintain a culture within your area which encourages and recognises creativity and innovation
 - P5 develop a range of leadership styles and select and apply them to appropriate situations and people
 - P6 communicate regularly, making effective use of a range of different communication methods, with all the people working within your area and show that you listen to what they say
 - P7 give people in your area support and advice when they need it especially during periods of setback and change
 - P8 motivate and support people in your area to achieve their work and development objectives and provide recognition when they are successful
 - P9 empower people in your area to develop their own ways of working and take their own decisions within agreed boundaries
 - P10 encourage people to take the lead in their own areas of expertise and show willingness to follow this lead
 - P11 win, through your performance, the trust and support of people within your area for your leadership and get regular feedback on your performance

CFAMLB6

Provide leadership in your area of responsibility

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 the fundamental differences between management and leadership
- K2 how to create a compelling vision for an area of responsibility
- K3 how to select and successfully apply different methods for communicating with people across an area of responsibility
- K4 a range of different leadership styles and how to select and apply these to different situations and people
- K5 how to get and make use of feedback from people on your leadership performance
- K6 types of difficulties and challenges that may arise, including conflict, diversity and inclusion issues within the area, and ways of identifying and overcoming them
- K7 the benefits of and how to create and maintain a culture which encourages and recognises creativity and innovation
- K8 the importance of encouraging others to take the lead and ways in which this can be achieved
- K9 how to empower people effectively
- K10 how to select and successfully apply different methods for encouraging, motivating and supporting people and recognising achievement

You need to know and understand:

Industry/sector specific knowledge and understanding

- K11 leadership styles common in the industry/sector
- K12 legal, regulatory and ethical requirements in the industry/sector

You need to know and understand:

Context specific knowledge and understanding

- K13 your own values, motivations and emotions
- K14 your own strengths and limitations in the leadership role
- K15 the strengths, limitations and potential of people that you lead
- K16 your own role, responsibilities and level of power
- K17 the vision and objectives of the overall organisation
- K18 the vision, objectives, culture and operational plans for your area of responsibility
- K19 types of support and advice that people are likely to need and how to respond to these
- K20 leadership styles used across the organisation

CFAMLB6

Provide leadership in your area of responsibility

Additional Information

Behaviours

1. You articulate a vision that generates excitement, enthusiasm and commitment.
2. You create a sense of common purpose.
3. You take personal responsibility for making things happen.
4. You make complex things simple for the benefit of others.
5. You encourage and support others to take decisions autonomously.
6. You act within the limits of your authority.
7. You make time available to support others.
8. You show integrity, fairness and consistency in decision-making.
9. You seek to understand people's needs and motivations.
10. You model behaviour that shows respect, helpfulness and co-operation.
11. You encourage and support others to make the best use of their abilities.

Skills

Listed below are the main generic 'skills' that need to be applied in providing leadership in your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

Communicating
Influencing and persuading
Leading by example
Motivating
Consulting
Planning
Setting objectives
Providing feedback
Coaching
Mentoring
Valuing and supporting others
Empowering
Learning
Following
Managing conflict
Obtaining feedback

CFAMLB6

Provide leadership in your area of responsibility

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Indicative review date	March 2011
Validity	Current
Status	Original
Originating organisation	Management Standards Centre
Original URN	B6
Relevant occupations	Managers and Senior Officials; Business management; Arts Administrator; Arts Leader; Deputy manager, manager, department controller, pit boss, inspector; Animal Facility Manager; Operations Manager
Suite	Management and Leadership National Occupational Standards 2008; Community Arts Management; Fundraising; Gambling; Animal Technology
Key words	management, leadership, communicating, planning, learning, consulting, feedback, motivating, conflict, coaching, mentoring, empowering; Community Arts; Arts Administration; Participatory Arts, gambling

Overview

This standard is about the compliance with legal requirements and organisational policies and procedures relating to the rights of children and young people. It also covers the implementation and responsibility of maintaining these policies within your playwork setting and with staff for whom you are responsible.

The main outcomes of this standard are:

1. develop and review the organisational policies and procedures to ensure they reflect the needs and protect the rights of children and young people
2. ensure that staff you are responsible for are aware of and implementing organisational policies and procedures

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff who have some responsibility for the playwork setting and others, making a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Develop and review policies and procedures relating to the rights of children and young people

Performance criteria

You must be able to:

Develop and review the organisational policies and procedures to ensure they reflect the needs and protect the rights of children and young people

1. investigate and consult on children and young people's **rights**
2. evaluate existing **policies and procedures** to ensure the **rights** of children and young people in your playwork setting are being met
3. consult with children and young people on the ways the playwork setting can best meet their **rights**
4. develop group agreements with children and young people on ways of meeting their needs and **rights**
5. consult and agree with your staff **policies and procedures** that are based on meeting the needs and **rights** of children and young people
6. provide information and guidance on these **policies and procedures** to your staff
7. negotiate ways of improving the **policies and procedures** with your staff

Ensure that staff you are responsible for are aware of and implementing organisational policies and procedures

8. develop a training programme for all staff
9. check that staff are aware of the **policies and procedures**
10. ensure that your staff handbook and your induction and orientation programmes contain a segment about the **policies and procedures**
11. promote diversity and inclusion to staff and, where necessary, provide them with support
12. observe, collect feedback and evaluate how well the **policies and procedures** are working
13. select a policy and procedure to promote on a cyclical pattern, with your staff

Develop and review policies and procedures relating to the rights of children and young people

Knowledge and understanding

You need to know and understand:

Develop and review the organisational policies and procedures to ensure they reflect the needs and protect the rights of children and young people

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. basic requirements of the national and regional legislation upholding children and young people's right to play
3. basic requirements of national legislation on the **rights** of children and young people
4. basic requirements of legislation covering Equal Opportunities and Disability Discrimination
5. local guidance, policies and procedures and how they apply to the playwork setting
6. responsibilities for child protection
7. the basic stages of child development and their implications for children and young people's needs and **rights** in a playwork context
8. the importance of the playwork setting having policies and procedures that reflect children and young people's **rights**
9. the importance of children and young people being consulted with and involved in decision making and how to consult effectively with them
10. the importance of diversity and inclusion to the playwork setting
11. current theories and good practice relating to inclusion
12. how to carry out research on children and young people's **rights** and identify the implications for your playwork setting
13. your organisation's strategies and policies that have an impact on children and young people's **rights** and how to evaluate these
14. how to promote and advocate for children and young people's **rights** in the playwork setting

Ensure that staff you are responsible for are aware of and implementing organisational policies and procedures

15. how to implement organisational **policies and procedures** within your playwork setting
16. how to develop a training programme for staff
17. ways of checking staff that are aware of the **policies and procedures** and why it is important to complete this regularly

18. how to ensure the **rights** of children and young people in your playwork setting are being met by staff
19. how to incorporate **policies and procedures** into induction, orientation programmes and or staff handbooks
20. diversity and inclusion issues and when and how to provide staff with support
21. how to collect feedback and evaluate how **policies and procedures** are working
22. methods of regularly promoting a selected policy and procedure

Develop and review policies and procedures relating to the rights of children and young people

Scope/range related Rights (*minimum 4 out of 6*)

**to performance
criteria**

1. for play and social activities
2. for care and safety
3. for emotional wellbeing
4. for inclusion
5. for acknowledgement of their identity
6. for information

Policies and procedures (*minimum 4 out of 7*)

1. play and social activities
2. inclusion and anti-discriminatory practice
3. child protection and bullying
4. health and safety
5. responding to behaviour
6. assisting children and young people to make transitions
7. interagency working

Develop and review policies and procedures relating to the rights of children and young people

Scope/range related Rights

to knowledge and understanding

1. for play and social activities
2. for care and safety
3. for emotional wellbeing
4. for inclusion
5. for acknowledgement of their identity
6. for information

Policies and procedures

1. play and social activities
2. inclusion and anti-discriminatory practice
3. child protection and bullying
4. health and safety
5. responding to behaviour
6. assisting children and young people to make transitions
7. interagency working

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Develop and review policies and procedures relating to the rights of children and young people

Developed by	SkillsActive
Version Number	1
Date Approved	February 2016
Indicative Review Date	April 2021
Validity	Current
Status	Original
Originating Organisation	SkillsActive
Original URN	New
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	review; policies and procedures; rights; children and young people

Overview

This standard is mainly about recruiting and selecting people to undertake identified activities or work roles within your area of responsibility. It involves taking a fair and objective approach to recruitment and selection, together with looking at staff retention and turnover. This standard also covers supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs.

The main outcomes of this standard are:

1. recruit playwork staff
2. reflect on and develop practice
3. support staff to maintain professional development

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that have some responsibility for the playwork setting and others, making a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Manage staff in the playwork setting

Performance criteria

You must be able to:

Recruit playwork staff

1. identify reasons for **staff** turnover and address **staff** turnover problems
2. review, identify and respond to the following staff issues: shortfall in staffing including skills, knowledge and experience
3. consult with others to produce or update job descriptions and person specifications that relate directly to the job role for potential applicants
4. consult with others to discuss and agree stages and the methods used in the recruitment and selection process
5. monitor the recruitment and selection process and identify any areas for improvements
6. manage the induction process
7. follow organisational policies and procedures for retaining and or dismissing **staff**

Reflect on and develop practice

8. observe **staff** within the playwork setting
9. reflect on your observations of staff to improve playwork practice
10. feedback to **staff** on their performance
11. maintain records in accordance to organisational policies and procedures
12. respond to conflict in the team and implement procedures, as required

Support staff to maintain professional development

13. promote and communicate a playwork ethos that supports **staff** in facilitating the play process
14. promote the benefits of continuing professional development to **staff**
15. recognise willingness and efforts of **staff** to learn
16. give **staff** constructive feedback in accordance with your organisational performance management cycle
17. work with **staff** to identify, prioritise and agree a continuing professional development **plan**
18. support **staff** to engage in continuing professional development
19. provide individual **staff** with opportunities to evaluate, reflect upon and disseminate their continuing professional development activities to the **staff** team

Manage staff in the playwork setting

Knowledge and understanding

You need to know and understand:

Recruit playwork staff

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. factors that contribute to **staff** turnover
3. how to monitor and address **staff** turnover
4. how to review, identify and respond to the following staff issues: shortfall in staffing including skills, knowledge and experience
5. current legal, regulatory and organisational requirements relating to selection, recruitment and employment
6. what job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them
7. different stages in the **selection and recruitment process** and why it is important to consult with **others**
8. different selection and recruitment methods and their associated advantages and disadvantages
9. sources of specialist expertise and how and when to use them
10. the employment context in your geographical area and area of work
11. how to evaluate the effectiveness of selection and recruitment
12. the **induction process**
13. organisational policies and procedures for retaining and or dismissing **staff**

Reflect on and develop practice

14. methods of observing **staff** within the playwork setting and its importance
15. how reflecting on observations can improve playwork practice
16. methods of providing feedback on performance
17. the types of records for and how to maintain them in accordance to organisational policies and procedures
18. how to identify, respond to and manage actual and potential conflict in the team in accordance with organisational policies and procedures

Support staff to maintain professional development

19. how to promote and communicate a playwork ethos
20. the opportunities for continuing professional development for **staff** and where to source these

Manage staff in the playwork setting

21. the benefits for continuing professional development for **staff**
22. why you should recognise and encourage **staff** to undertake continuing professional development
23. your organisational performance management cycle
24. evaluating methods of providing **staff** with feedback
25. how to develop a continuing professional development **plan** with **staff**
26. the resources required to support continuing professional development
27. the advantages of providing opportunities for **staff** to evaluate and reflect upon their continuing professional development
28. the opportunities to disseminate continuing professional development to the team and its importance

Manage staff in the playwork setting

Scope/range related to performance criteria **Staff** (*minimum 3 out of 4*)

1. whom you work
2. for whom you are responsible
3. paid and or unpaid
4. students and or trainees

Plan

1. learning activities to be undertaken
2. learning objectives to be achieved
3. required resources and timescales
4. informal learning opportunities

Manage staff in the playwork setting

Scope/range related to knowledge and understanding

Staff

1. whom you work
2. for whom you are responsible
3. paid and or unpaid
4. students and or trainees

Selection and recruitment process

1. defining and advertising the opportunity
2. establishing interview methods and selection criteria
3. shortlisting and notification of applicants
4. associated timings
5. suitability checks, including references and disclosures

Others

1. external partners
2. management committee
3. senior managers
4. human resources
5. children and young people

Induction process

1. domestic arrangements
2. organisational policies and procedures
3. terms and conditions of employment
4. qualifications and training needs
5. performance management cycle

Plan

1. learning activities to be undertaken
2. learning objectives to be achieved
3. required resources and timescales
4. informal learning opportunities

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Manage staff in the playwork setting

Developed by	SkillsActive
Version Number	1
Date Approved	February 2016
Indicative Review Date	April 2021
Validity	Current
Status	Original
Originating Organisation	SkillsActive
Original URN	New
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	staff; playwork setting; selection; recruitment; playwork

Overview

This standard is about developing and enhancing relationships in the playwork setting with children, young people, parents, carers, groups and individuals.

The main outcomes of this standard are:

1. interact with children, young people and others to enhance relationships
2. interact with groups and individuals to enhance relationships

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that have some responsibility for the playwork setting and others, making a significant contribution to supporting play.

This standard is underpinned by The Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Performance criteria

You must be able to:

Interact with children, young people and others to enhance relationships

1. facilitate awareness amongst children, young people and **others** to understand other people's individualities, diversity, differences and points of view
2. **communicate** with children, young people and **others**
3. respond to questions, ideas and suggestions from children, young people and **others**
4. promote play and playwork to **others**
5. nurture relationships between children and young people in the playwork setting, without direct intervention
6. encourage children and young people to make choices for themselves
7. encourage children and young people to develop agreements about the way they interact with each other
8. involve **others** and take account of their **views** about decisions and activities relating to play and playwork
9. respond to children and young people who have been affected by the behaviour of **others**
10. facilitate children and young people to deal with conflict for themselves, with minimum intervention
11. encourage and participate in reflective practice with **others**

Interact with groups and individuals to enhance relationships

12. promote the purpose, values and approaches of playwork practice, in accordance with your organisational policies and procedures, to **groups and individuals**
13. **communicate** with **groups and individuals**
14. respond to questions, ideas and suggestions from **groups and individuals**
15. exchange **information** with **groups and individuals** in ways that meet their needs and in accordance with your organisational policies and procedures
16. respond to issues, disagreements or concerns from **groups and individuals** in accordance with your organisational policies and procedures
17. accept and respond to feedback from **groups and individuals** in accordance with your organisational policies and procedures
18. fulfil agreements made with **groups and individuals** and keep them informed of progress
19. advise **groups and individuals** of any significant difficulties or where it will be impossible to fulfil agreements

20. negotiate agreements and compromises, where necessary, to maintain and enhance relationships with **groups and individuals**

Develop and enhance relationships in the playwork setting

Knowledge and understanding

You need to know and understand:

Interact with children, young people and others to enhance relationships

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. children and young people's individualities and differences
3. how to promote diversity and inclusion within your organisation and playwork practice
4. **challenges to communication** and how to address them
5. the different **ways of communicating** with children, young people and **others**
6. how to actively listen and respond to non-verbal and verbal communication
7. how to respond to children, young people's and **others'** questions, ideas and suggestions
8. when and how to share **information** with **others**, whilst keeping the children and young people's best interests in mind
9. how to promote play and playwork to **others**
10. how to help children and young people respect other people's feelings and points of view and how to facilitate this to develop agreements about the way they interact with each other
11. how to consult with **others** in relation to decisions and activities and taking account of their **views**
12. that children and young people need to make their own choices about who they play with and how to facilitate this
13. how the presence of adults can sometimes inhibit children and young people's independence and decision-making
14. ways to support children and young people who have been affected by the behaviour of other people
15. how to support children and young people to deal with conflict for themselves and why this is important
16. the importance of encouraging and participating in reflective practice with **others** and ways of doing this

Interact with groups and individuals to enhance relationships

17. how to promote the purpose, values and approaches of playwork practice, in accordance to your organisational policies and procedures, to **groups and individuals**
18. the importance of fulfilling agreements made with **groups and individuals**

Develop and enhance relationships in the playwork setting

and keeping them informed

19. when and how to advise **groups and individuals** of any significant difficulties or where it will be impossible to fulfil agreements

20. ways of negotiating mutual agreements and compromises with **groups and individuals**

Develop and enhance relationships in the playwork setting

Scope/range related to performance criteria **Others** (*minimum 3 out of 4*)

1. staff
2. parents and or carers
3. visitors
4. agencies

Communicate

1. effectiveness of using verbal and non-verbal communication
2. observation of non-verbal communication
3. responsiveness to verbal and non-verbal communication

Views

1. priorities
2. expectations
3. attitudes to potential risks

Groups and individuals (*minimum 3 out of 4*)

1. from the field of playwork
2. from community groups
3. from the community
4. those who traditionally experience barriers to access

Information (*minimum 4 out of 5*)

1. play and playwork
2. the children and young people's experiences
3. opportunities available in the playwork setting
4. agreed procedures and values
5. ways in which parents and carers can be involved in the playwork setting

Develop and enhance relationships in the playwork setting

Scope/range related to knowledge and understanding

Challenges to communication

1. cultural
2. social
3. physical
4. emotional
5. developmental

Ways of communicating

1. conventional languages
2. non-conventional languages
3. non-verbal communication
4. verbal communication

Others

1. staff
2. parent and or carers
3. visitors
4. agencies

Information

1. play and playwork
2. the children and young peoples' experiences
3. opportunities available in the playwork setting
4. agreed procedures and values
5. ways in which parents and carers can be involved in the playwork setting

Views

1. priorities
2. expectations
3. attitudes to potential risks

Groups and individuals

1. from the field of playwork

Develop and enhance relationships in the playwork setting

2. from community groups
3. from the community
4. those who traditionally experience barriers to access

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Develop and enhance relationships in the playwork setting

Developed by	SkillsActive
Version Number	2
Date Approved	February 2016
Indicative Review Date	April 2021
Validity	Current
Status	Original
Originating Organisation	SkillsActive
Original URN	SKAPW8
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	develop and enhance; relationships; playwork setting; playwork

Overview

This standard is about supporting the promotion of your area of work and its value to the community by, for example, attending networks and external meetings that could be useful to your job and your future career.

The main outcomes of this standard are:

1. manage the communication with others about your playwork setting
2. evaluate, develop and promote services

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that have some responsibility for the playwork setting and others, making a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Performance criteria

You must be able to:

Manage the communication with others about your playwork setting

1. establish opportunities to promote your area of work and organisation to **others**
2. explain and or promote your organisation to **others**
3. provide a variety of information to **others** about your organisation that will provide complementary opportunities, in accordance with your organisational policies and procedures
4. explain to **others** how the work of your organisation is of benefit to the community
5. gain feedback from **others** about their views of your organisation and the **services** offered

Evaluate, develop and promote services

6. choose realistic methods for evaluating your provision of **services**
7. collect, record, analyse and store information using your evaluation methods
8. recommend and agree changes to be made as a result of your evaluation
9. consult on possible improvements to **services** with **appropriate others** in your organisation
10. work with **others** to develop a specification and **plan** for the **services**
11. test the desirability of the **services** with representative groups and individuals and get their feedback to adjust the **plan**
12. make suggestions for **promotional methods** which are consistent with the agreed target groups, available resources and legal requirements
13. develop **promotional methods** and materials
14. implement the **promotional methods**
15. collate and evaluate the findings to judge the effectiveness of the promotion
16. present the findings using **communication methods** which meet the needs of those you are sharing the information with, in accordance to your organisational policies and procedures

Communicate and promote the work being undertaken in your playwork setting

Knowledge and understanding

You need to know and understand:

Manage the communication with others about your playwork setting

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. the **aspects of your work and organisation** that can be promoted
3. ways of promoting your organisation's work to **others**
4. how to promote your organisation in a way that meets the needs of **others**
5. how **others** can support your organisation
6. the type of information **others** will require to engage in complementary opportunities
7. how the work of your organisation is of benefit to the community
8. methods of gaining feedback from **others** about their views of your organisation and the **services** you offer

Evaluate, develop and promote services

9. the importance of trying to continuously improve the provision of **services**
10. how to develop evaluation methods and identify appropriate criteria, in line with the agreed strategy
11. how to collate, analyse and report on evaluations
12. the available resources, research needs and relevant organisational policies and legal requirements
13. the organisational procedures for suggesting improvements to **services**
14. **others** to involve in the development and testing of **services**
15. how to develop suggestions for **services** based on research which has been undertaken
16. how to make such suggestions in a clear and logical manner
17. how to undertake necessary consultations and the importance of doing so
18. how to develop specifications and **plan** for **services**
19. how to test **services** and the importance of doing so
20. how to develop **promotional methods** for **services**
21. how to take account of the needs of different communities when developing promotional materials
22. how to develop materials appropriate to these **promotional methods**
23. the importance of implementing methods and materials in line with the agreed organisational policies and procedures

Communicate and promote the work being undertaken in your playwork setting

24. how to present information, using a variety of **methods of communication**

Communicate and promote the work being undertaken in your playwork setting

Scope/range related to performance criteria **Others** (*minimum 5 out of 8*)

1. external professionals
2. staff
3. children and young people
4. parents and or carers
5. organisations
6. professionals in other disciplines
7. individuals in the community
8. children and young people who experience barriers to access

Services

1. existing
2. new

Appropriate others (*minimum 3 out of 4*)

1. current users of your services
2. potential new users of your services
3. users who experience barriers to access
4. colleagues

Plan

1. resources
2. timescales
3. distribution method
4. promotional code, for recording
5. cut off period for end of promotion

Promotional methods (*minimum 3 out of 5*)

1. leaflet distribution
2. social media
3. visits
4. events
5. incentive schemes

Communicate and promote the work being undertaken in your playwork setting

Communication methods (*minimum 3 out of 4*)

1. meetings
2. tele-communication
3. electronic or web communication
4. printed

Communicate and promote the work being undertaken in your playwork setting

Scope/range related to knowledge and understanding **Aspects of your work and organisation**

1. play
2. playwork
3. ethos
4. services
5. opportunities
6. events
7. campaigns
8. links with other organisations
9. responsibilities
10. achievements
11. context

Others

1. external professionals
2. staff
3. children and young people
4. parents and carers
5. organisations
6. professionals in other disciplines
7. individuals in the community
8. children and young people who experience barriers to access

Services

1. existing
2. new

Plan

1. resources
2. timescales
3. distribution method
4. promotional code, for recording
5. cut off period for end of promotion

Promotional methods

1. leaflet distribution
2. media features
3. visits
4. events
5. incentive schemes

Methods of communication

Methods

1. interpersonal
2. individual styles
3. inclusive
4. formal
5. informal
6. meetings
7. events

Types of media

1. printed
2. visual
3. tele-communication
4. electronic or web communication

Values

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Playwork Principles

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4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

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Glossary

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A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Communicate and promote the work being undertaken in your playwork setting

Developed by	SkillsActive
Version Number	1
Date Approved	February 2016
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Validity	Current
Status	Original
Originating Organisation	SkillsActive
Original URN	New
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	communicate; promote; playwork setting; evaluate; playwork

Overview

This standard is about working jointly with other organisations, agencies and professionals, promoting your area of work and its value to the community. This standard also covers setting up and maintaining networks.

The main outcomes of this standard are:

1. establish and maintain links with others
2. promote the value of play and playwork to others
3. work jointly with others

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff who have some responsibility for the playwork setting and others, making a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Work with others external to your playwork setting

Performance criteria

You must be able to:

Establish and maintain links with others

1. identify **others** with whom you could work productively
2. establish contact with **others** with whom you could network
3. respond to approaches from **others**
4. explore with **others** the possible benefits of future links
5. establish a networking partner and agree how you will maintain contact and exchange **information** in the future
6. exchange **information** with your networking partner, in accordance with organisational policies and procedures

Promote the value of play and playwork to others

7. identify **opportunities** to promote the value of play and the playwork ethos to **others**
8. **communicate information** about your own and **others'** organisations which provide similar opportunities
9. emphasise the benefits of your work to the wider community
10. **communicate information** in a way which is appropriate to the **others** involved
11. promote the value of play and the playwork ethos in a way which is consistent with organisational policies and practices

Work jointly with others

12. agree the aims, objectives and **parameters** for joint working
13. agree the roles and responsibilities of yourself and **others**
14. agree to undertake work that is consistent with your level of responsibility and competence
15. agree how you will maintain contact and review progress during joint working
16. keep **others** informed of your own progress and review the progress they are making
17. solve problems jointly
18. maintain working relationships with **others** throughout joint working, in accordance with your organisational policies and procedures

Work with others external to your playwork setting

Knowledge and understanding

You need to know and understand:

Establish and maintain links with others

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. why networking is important
3. the range of organisations and individuals with whom you could develop working relationships
4. the mutual benefits which could come about from joint working with **others**
5. how to identify and approach suitable organisations and individuals
6. how to explore the possible advantages of joint working and establishing a networking partner
7. how to establish and maintain effective working relationships with **others**
8. the importance of responding positively and co-operatively to **others**
9. the importance of reaching organisations and individuals who experience barriers to access and how to do this effectively
10. the type of **information** that can be shared between **others**

Promote the value of play and playwork to others

11. why it is important to promote your own area of work and its values, purpose and methods widely
12. the types of opportunities which you could use to promote your work and own organisation and how to identify suitable ones
13. **methods of communication** that meet the needs of different types of audiences including those who may have different communication needs
14. how to promote your area of work in a way that addresses other people's preconceptions and views about playwork
15. the benefits of your work to the community and how to emphasise these
16. why it is important to obtain feedback from organisations, agencies and individuals in the community about initiatives and what to do with such feedback
17. organisational policies and practices which need to be kept in mind when promoting playwork

Work jointly with others

18. the importance of clearly agreeing the aims, objectives and **parameters** involved in joint working

Work with others external to your playwork setting

19. the importance of only taking on responsibilities which are feasible and within your **capabilities**
20. negotiation and problem solving skills relevant to joint working
21. the importance of maintaining contact and reviewing progress with your networking partner and individuals involved and how to do so
22. the importance of promptly informing other organisations and individuals of any difficulties in joint work
23. the types of difficulties which can occur in joint working and how to deal with these

Work with others external to your playwork setting

Scope/range related to performance criteria Others (*minimum of 5 out of 8*)

1. organisations
2. agencies
3. professionals
4. from the field of playwork
5. from other areas of specialism
6. statutory
7. non-statutory
8. those who traditionally experience barriers to access

Information

1. that covers shared aims, objectives and future projects
2. that is up-to-date
3. with its source
4. with avoidance of disclosure

Opportunities (*minimum of 2 out of 3*)

1. events
2. campaigns
3. achievements

Communicate (*minimum of 3 out of 4*)

1. meetings
2. tele-communication
3. electronic or web communication
4. printed

Parameters (*minimum of 6 out of 8*)

1. roles and responsibilities
2. approach
3. process
4. communication
5. ethos of work
6. focus of work
7. division of work

8. contingency measures

Work with others external to your playwork setting

Scope/range related to knowledge and understanding

Others

1. organisations
2. agencies
3. professionals
4. from the field of playwork
5. from other areas of specialism
6. statutory
7. non-statutory
8. those who traditionally experience barriers to access

Information

1. that covers shared aims, objectives and future projects
2. that is up-to-date
3. with its source
4. with avoidance of disclosure

Methods of communication

Methods

1. interpersonal
2. individual styles
3. inclusive
4. formal
5. informal
6. meetings
7. events

Types of media

1. printed
2. visual
3. tele-communication
4. electronic or web communication

Parameters

1. roles and responsibilities
2. approach
3. process
4. communication

Work with others external to your playwork setting

5. ethos
6. focus
7. division of work
8. contingency measures

Capabilities

1. level of responsibility
2. competence and skills
3. time available
4. resources

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork ethos

The guiding beliefs or ideals when working with children and young people to give them support and freedom to gain positive experiences through play; reference should be made to the Playwork Principles

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Work with others external to your playwork setting

Developed by	SkillsActive
Version Number	1
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Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	working jointly; promoting; playwork; playwork setting

Overview

This standard is about ensuring that the work required of your team is effectively and fairly allocated amongst team members, taking account of their skills, knowledge and competence, their workloads and opportunities for their development.

This standard is relevant to managers, supervisors and team leaders who allocate work to team members.

This standard links closely to *CFAM&LDB3 Quality assure work in your team* and *CFAM&LDB4 Manage people's performance at work*.

**Performance
criteria**

- You must be able to:*
- P1 Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.
 - P2 Plan how the team will undertake its work, identifying any priorities or critical activities and making effective use of the available resources.
 - P3 Allocate work to team members on a fair basis taking account of:
 - P3.1 their skills, knowledge and competence
 - P3.2 their backgrounds and experience,
 - P3.3 their existing workloads, and
 - P3.4 opportunities for their development.
 - P4 Brief team members on the work they have been allocated and the standard of performance expected.
 - P5 Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.
 - P6 Address any concerns team members may have about their work.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 Different ways of communicating effectively with members of a team.
- K2 The importance of confirming/clarifying the work required of the team with your manager and how to do this effectively.
- K3 How to plan the work of a team, including how to identify any priorities or critical activities and the available resources.
- K4 Why it is important to allocate work across the team on a fair basis and how to do so.
- K5 Why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so.
- K6 Ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated.
- K7 Concerns team members may have about their work and how to address these concerns.

You need to know and understand:

Industry/sector specific knowledge and understanding

- K8 Industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work.
- K9 Industry/sector requirements for the development or maintenance of knowledge, skills and competence.

You need to know and understand:

Context specific knowledge and understanding

- K10 The purpose and objectives of your team.
- K11 The work required of your team.
- K12 The available resources for undertaking the required work.
- K13 Your team's plan for undertaking the required work.
- K14 The knowledge, skills, competence and workloads of team members.
- K15 The backgrounds and experience of team members.
- K16 Team members' existing workloads.
- K17 Opportunities for team members' development.
- K18 Your organisation's policy and procedures for personal and professional

CFAM&LDB2

Allocate work to team members

development.

K19 Reporting lines in the organisation and the limits of your authority.

K20 Your organisation's standards or levels of expected performance.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Seize opportunities presented by the diversity of people
- 2 Identify people's information needs
- 3 Identify people's preferred ways of communicating
- 4 Use communication media and styles appropriate to different people and situations
- 5 Act within the limits of your authority
- 6 Show integrity, fairness and consistency in decision-making
- 7 Prioritise objectives and plan work to make the effective use of time and resources
- 8 Clearly agree what is expected of others and hold them to account
- 9 Check individuals' commitment to their roles and responsibilities
- 10 Create a sense of common purpose
- 11 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Decision-making
- Delegating
- Empowering
- Information management
- Leading by example
- Monitoring
- Planning
- Presenting information
- Prioritising
- Problem solving
- Reporting
- Setting objectives
- Team building
- Time management
- Valuing and supporting others

CFAM&LDB2

Allocate work to team members

Developed by	CFA Business skills @ work
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Date approved	March 2012
Indicative review date	March 2015
Validity	Current
Status	Original
Originating organisation	CFA Business skills @ work
Original URN	CFAM&LDB2
Relevant occupations	Managers and Senior Officials; Marketing occupations; Team Leader; Performing Arts
Suite	Management & Leadership; Marketing (2013); Animal Technology; Live Events Management
Key words	Management & leadership; allocate; work; team; Marketing; Live Events, Exhibitions;

Overview

This standard is about assessing and evaluating the playwork setting and how children and young people use what is available. It also covers reflecting on how you could enrich their play experiences and opportunities.

The main outcomes of this standard are:

1. observe the playwork setting against the playwork curriculum
2. evaluate the playwork setting against the playwork curriculum
3. make improvements in response to your evaluation

This standard is for staff working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that have some responsibility for the playwork setting and others, making a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Performance criteria

You must be able to:

Observe the playwork setting against the playwork curriculum

1. observe and record **key aspects of the playwork setting**
2. observe and record the children and young peoples' use of **key aspects of the playwork setting**
3. observe **others'** use of **key aspects of the playwork setting**
4. receive and record feedback from **others** in the playwork setting

Evaluate the playwork setting against the playwork curriculum

5. evaluate **key aspects of the playwork setting** against the playwork curriculum
6. evaluate and reflect on how the children and young people are using the **key aspects of the playwork setting**
7. gather feedback from **others** on the implementation of the playwork curriculum in the playwork setting
8. identify which available key aspects of the playwork curriculum could be enriched
9. use records of observations to assess how much control the children and young people have over changes in the playwork setting

Make improvements in response to your evaluation

10. enable children and young people to access the resources identified in your evaluation
11. provide an improved playwork setting from the changes identified in your evaluation
12. manage the implementation of the playwork curriculum in line with other playwork theories
13. enable children and young people to have control over changes in the playwork setting
14. support **others** to improve the components of the playwork curriculum
15. implement mechanisms to ensure that regular evaluations of the play curriculum take place

Knowledge and understanding

You need to know and understand:

Observe the playwork setting against the playwork curriculum

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. the playwork curriculum
3. why the playwork curriculum is relevant to a quality playwork setting
4. how to distinguish the **key aspects of the playwork setting**
5. the role of **others** in supporting the playwork curriculum
6. what range of methods could be used for objectively observing and recording children, young people and **others'** use of **key aspects of the playwork setting**
7. the range of methods that can be used to gain feedback from children and young people
8. the importance of observing and recording feedback from children, young people and **others** in the playwork setting
9. when is it appropriate to consult with children and young people about their play experiences
10. how to balance the need to engage with children and young people without disturbing the play process

Evaluate the playwork setting against the playwork curriculum

11. how to evaluate data gathered from observations and feedback
12. tools and frameworks that can be used to evaluate the playwork setting against the playwork curriculum
13. how to reflect with others on the use of the playwork curriculum in the playwork setting
14. the importance of developing a process for supporting staff to undertake regular observations and feedback
15. the importance of assessing how much control the children and young people have over changes in the playwork setting

Make improvements in response to your evaluation

16. how to enable children and young people to access the resources identified in your evaluation
17. ways of enriching the **key aspects of the playwork setting** with elements

Work within the playwork curriculum

of the playwork curriculum

18. the relationship between other playwork theories and the playwork curriculum

19. the importance of children and young people having control over changes in the playwork setting

20. the components of the playwork curriculum and how to support **others** to improve them

21. where to get support and resources to implement improvements

22. mechanisms that can be used to maintain regular evaluations of the play curriculum

23. the importance of the process of assessing, evaluating and implementing

Scope/range related to performance criteria **Key aspects of the playwork setting**

Scope/range related to performance criteria

1. elemental
2. experiential
3. flexible
4. constructional

Others

1. staff
2. parents and or carers

Scope/range related to knowledge and understanding **Key aspects of the playwork setting**

Scope/range related to knowledge and understanding

1. elemental
2. experiential
3. flexible
4. constructional

Others

1. staff
2. parents and or carers

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Work within the playwork curriculum

Developed by	SkillsActive
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Originating Organisation	SkillsActive
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Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	playwork; curriculum; playwork setting; play; children and young people

Overview

Overview

This standard is about identifying the play needs and preferences of children and young people, encouraging and supporting development of play spaces within the playwork setting that will meet these needs and preferences of children and young people during play.

The main outcomes of this standard are:

1. analyse information on play needs and preferences
2. support self-directed play

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff who have some responsibility for the playwork setting and others, making a significant contribution to supporting play.

This standard is underpinned by The Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Analyse and support self-directed play in line with current playwork theories

Performance criteria

You must be able to:

Analyse information on play needs and preferences

1. collect information on children and young peoples' play using a range of **methods**
2. analyse information to identify play needs and preferences of children and young people
3. consult with children and young people and take account of their ideas on play needs and preferences
4. research and identify a range of **play spaces**, materials and resources that will meet the play needs of children and young people

Support self-directed play

5. support the creation of **play spaces** to meet the needs of children and young people, that can be adapted by them to meet their own needs and preferences
6. provide support to children and young people to choose and explore the range of **play spaces** for themselves
7. meet legal and organisational policies and procedures during the creation of **play spaces**
8. leave the content and intent of play to the children and young people
9. use a range of intervention styles to support self-directed play
10. hold children and young people's play frames when necessary
11. observe play and respond to play cues according to the stage in the play cycle
12. support children and young people to experience **challenges and uncertainty** and only intervene when necessary

Knowledge and understanding

You need to know and understand:

Analyse information on play needs and preferences

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. research from other disciplines that inform our understanding of the short and long term benefits of play
3. the tools and frameworks that can be used to collect and evaluate information on children and young people's play experiences
4. that the playwork setting can help children and young people to understand themselves and the world around them
5. the **play types** that provide a broad range of play experiences that are commonly accepted in playwork
6. the **play types** and **mood descriptors** associated with play and how to recognise these
7. how to identify children and young people's moods
8. the main stages of child development and how these affect children's play needs and behaviours
9. the importance of using a range of **methods** to analyse children and young people's play needs and preferences
10. the barriers to access, including disability amongst others, that some children and young people may experience and how to address these
11. how different types of **play spaces**, materials and resources can meet children and young peoples' needs and preferences

Support self-directed play

12. why it is important to support the creation of **play spaces** that children and young people can adapt to their needs and preferences
13. ways of supporting children and young people to choose and explore the range of **play spaces** for themselves and the importance of doing so
14. identify ways of planning and obtaining materials and resources needed for a range of **play spaces**
15. the current legal, regulatory and organisational policies and procedures for health and safety in the **play space** and how you take account of these
16. why it is important to leave the content and intent of play to the children and young people themselves
17. the types of support you may need to provide, and how to decide when it is

appropriate to do so, when children and young people are experiencing

challenge and uncertainty

18. a range of intervention styles to support self-directed play

19. how to identify and define a play frame

20. the main stages of the play cycle

21. how to identify and respond to play cues

22. why children and young people should have the opportunity to experience **challenges and uncertainty**, and the importance of acceptable risk-taking being supported in play

Analyse and support self-directed play in line with current playwork theories

Scope/range related Methods

**to performance
criteria**

1. observation of the play space and playwork setting
2. observation of and interaction with children and young people
3. discussion with parents and or carers
4. reflection with other staff
5. consultation; formal and informal

Play space(s)

1. physical
2. affective
3. transient
4. permanent
5. cyber

Challenges and uncertainty

1. physical
2. emotional
3. behavioural
4. environmental

Analyse and support self-directed play in line with current playwork theories

Scope/range related to knowledge and understanding **Play types**

1. communication play
2. creative play
3. deep play
4. dramatic play
5. exploratory play
6. fantasy play
7. imaginative play
8. locomotor play
9. mastery play
10. object play
11. role play
12. rough and tumble play
13. social play
14. socio-dramatic play
15. symbolic play
16. recapitulative play

Mood descriptors

1. happy
2. independent
3. confident
4. altruistic
5. trusting
6. balanced
7. active or immersed
8. at ease

Methods

1. observation of the play space and playwork setting
2. observation of and interaction with children and young people
3. discussion with parents and or carers
4. reflection with other staff
5. consultation; formal and informal

Analyse and support self-directed play in line with current playwork theories

Play space(s)

1. physical
2. affective
3. transient
4. permanent
5. cyber

Challenges and uncertainty

1. physical
2. emotional
3. behavioural
4. environmental

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Intervention styles

A range of methods the playworker can use in the playwork setting. These may range from complete non-involvement through to specific intervention and may include: waiting to be invited to play; enabling uninterrupted play; enabling children and young people to explore their own values; leaving children and young people to improve their own performance; leaving the content and or intent of play to the children and young people; letting the children and young people decide why they play; enabling the children and young people to decide what is appropriate behaviour; and only organising when children and young people want you to

Play cues

Facial expressions, language or body language that communicate the child or young person's wish to play or invite others to play

Play cycle

The full flow of play from the first play cue from the child, its return from the outside world, the child's response to the return and the further development of play to the point where play is complete. The cycle includes the metalude, the cue, the return, the frame, adulteration, annihilation and display

Play frames

A material or non-material boundary that keeps the play intact

Play needs

What individual children and young people have to have in order to be able to play, but are not always able to have for a variety of reasons; for example, lack of access, overprotective adults, lack of outdoor

environments, etc.

Play preferences

What individual children and young people are interested in and choose to play; based on their prior experience

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Analyse and support self-directed play in line with current playwork theories

Developed by	SkillsActive
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Validity	Current
Status	Original
Originating Organisation	SkillsActive
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Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	analyse; support; plan; self-directed play; playwork theories

Overview

This standard is about managing the budget for your area of responsibility or for specific projects or activities.

This standard is relevant to managers and leaders with budget responsibility for an operational area or for specific projects or activities.

This standard links to standards on operational management, such as, *CFAM&LBA9 Develop operational plans*, *CFAM&LFA2 Implement operational plans*, *CFAM&LCA2 Plan change*, *CFAM&LCA4 Implement change*, *CFAM&LFA4 Manage programmes* and *CFAM&LFA5 Manage projects*. The other standards in key area EA Manage financial resources – *CFAM&LEA1 Identify and justify requirements for financial resources*, *CFAM&LEA2 Obtain financial resources*, *CFAM&LEA3 Manage the use of financial resources* – are for those who manage financial resources across the organisation or for major projects or programmes of work.

**Performance
criteria**

- You must be able to:*
- P1 Engage appropriate colleagues and other key stakeholders in managing budgets.
 - P2 Gather and evaluate information to prepare a realistic budget for your area of responsibility, activity or project.
 - P3 Submit your proposed budget for approval by those with decision-making responsibility for budgets, clearly specifying assumptions made, risks involved and how these will be managed.
 - P4 Discuss and, if appropriate, negotiate the proposed budget with those with decision-making responsibility and agree the final budget.
 - P5 Use the agreed budget to actively monitor and control performance for your area of responsibility, activity or project.
 - P6 Identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from those with decision-making responsibility, if required.
 - P7 Propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with those with decision-making responsibility.
 - P8 Provide ongoing information on performance against the budget to those with decision-making responsibility.
 - P9 Advise relevant people promptly if you have identified evidence of potentially fraudulent activities.
 - P10 Gather information from implementation of the budget to assist in the preparation of future budgets.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 How to engage colleagues and stakeholders in managing budgets.
- K2 The purposes of budgetary systems.
- K3 Where to get and how to evaluate the available information in order to be able to prepare a realistic budget.
- K4 How to discuss, negotiate and confirm a budget with those with budgetary responsibility and the key factors that should be covered.
- K5 How to use a budget to actively monitor and control performance for a defined area or activity of work.
- K6 The main causes of variances and how to identify them.
- K7 What different types of corrective action which could be taken to address identified variances.
- K8 How unforeseen developments can affect a budget and how to deal with them.
- K9 The importance of agreeing revisions to the budget and communicating the changes.
- K10 The importance of providing regular information on performance against the budget to other people.
- K11 Types of fraudulent activities and how to identify them.
- K12 The importance of using the implementation of the budget to identify information and lessons for the preparation of future budgets.

Industry/sector specific knowledge and understanding

You need to know and understand:

- K13 Factors, trends and developments that are likely to affect the setting of budgets in your industry/sector.

Context specific knowledge and understanding

You need to know and understand:

- K14 The area or activity that the budget is for.
- K15 The vision, objectives and operational plans for your area of responsibility.
- K16 The budgeting periods used in your organisation.
- K17 Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance

CFAM&LEA4 Manage budgets

against budgets and revising budgets.

K18 The agreed budget, how it can be used and how much it can be changed without approval.

K19 The limits of your authority.

K20 Who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format.

K21 What to do and who to contact if you suspect fraud has been committed.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 2 Present information clearly, concisely, accurately and in ways that promote understanding
- 3 Keep people informed of plans and developments in a timely way
- 4 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 5 Act within the limits of your authority
- 6 Identify and raise ethical concerns
- 7 Accurately calculate risks, and make provision so that unexpected events do not impede the achievement of objectives
- 8 Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
- 9 Make effective use of existing sources of information
- 10 Check the accuracy and validity of information
- 11 Communicate clearly the value and benefits of a proposed course of action
- 12 Work towards win-win solutions

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Acting assertively
- Communicating
- Consulting
- Contingency planning
- Decision-making
- Evaluating
- Information management
- Learning
- Monitoring
- Negotiating
- Presenting information
- Problem solving
- Reporting

CFAM&LEA4

Manage budgets

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Date approved	March 2012
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Originating organisation	CFA Business skills @ work
Original URN	CFAM&LEA4
Relevant occupations	Managers and Senior Officials; Marketing occupations; Animal Facility Manager; Arts, Media and Publishing; Librarians and Related Professionals; Crafts, creative arts and design; Quality and Customer Care Managers; Artistic and Literary Occupations; Customer Service Occupations; Farmer; Director; Farm Manager; Unit Manager
Suite	Management & Leadership; Marketing (2013); Animal Technology; Cultural and Heritage Venue Management; Agricultural Management
Key words	Management & leadership; manage budgets; Marketing; venue;

Overview

This standard is about planning and implementing your professional development to achieve personal and professional goals. You will need to know where you are, where you want to go, how to get there and the resources you will need to get you there.

The main outcome of this standard is:

1. plan and implement your continuing professional development in playwork

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that have some responsibility for the playwork setting and others, making a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Performance criteria

You must be able to:

Plan and implement your continuing professional development in playwork

1. determine your career aspirations and personal objectives
2. use a self-assessment tool to identify any gaps between the current and future requirements of your organisation and your current knowledge, understanding and skills
3. set objectives for your continuing professional development
4. seek feedback and advice from **others** using feedback to maintain and improve your performance
5. research training and continuing professional development **opportunities** in your area of work
6. identify the time and other resources needed to achieve your continuing professional development objectives
7. produce a continuing professional development **plan**, outlining your learning needs and the activities that you will undertake to get you where you want to go
8. review and reflect on your performance and progress against your **plan**
9. evaluate the success of the continuing professional development activity

Knowledge and understanding

You need to know and understand:

Plan and implement your continuing professional development in playwork

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. the importance of continuing professional development
3. how to identify personal goals and relate them to your professional development
4. the career progression prospects within your organisation and the wider sector
5. the objectives of your job, your organisation and the sector and how these are evolving
6. how to identify any gaps between your current knowledge, understanding and skills and what you or your organisation might need
7. how to gain feedback from others and use feedback to improve your performance
8. self-assessment models and techniques and how to monitor the quality of your work and your working process against requirements
9. how to produce a continuing professional development **plan** and what it should contain including objectives which are **SMART**
10. the importance of identifying added value that continuing professional development will bring to your organisation
11. the range of different learning styles and how to identify those which work best for you
12. the variety of training and continuing professional development **opportunities** available through your organisation and in the sector
13. how to update your professional objectives
14. different methods of cascading knowledge and experience with your colleagues

Plan and implement your professional development in playwork

Scope/range related to performance criteria **Others** (*minimum of 3 out of 5*)

1. colleagues
2. external professionals
3. trustees
4. director
5. manager

Opportunities (*minimum of 4 out of 6*)

1. sector associations
2. membership organisations
3. internal opportunities
4. shadowing colleagues
5. regulated authorities
6. trade journals

Plan

1. learning goals against the organisation's objectives
2. learning needs identified and prioritised
3. value of training
4. return on investment for the continuing professional development activity to be undertaken

**Scope/range related
to knowledge and
understanding**

Plan

1. learning goals against the organisation's objectives
2. learning needs identified and prioritised
3. value of training
4. return on investment for the continuing professional development activity to be undertaken

SMART

1. Specific
2. Measurable
3. Achievable
4. Realistic
5. Time-bound

Opportunities

1. sector associations
2. membership organisations
3. internal opportunities
4. shadowing colleagues
5. regulated authorities
6. trade journals

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Plan and implement your professional development in playwork

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Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	continuing professional development; plan; implement

Overview

This standard is about providing individuals within your team or area of responsibility with opportunities to address their learning needs and develop their potential to the full.

This standard is relevant to managers and leaders at all levels who have individuals reporting to them.

This standard links closely with all the other standards in key area *DC Develop and support individuals* and also with *CFAM&LAA2 Develop your knowledge, skills and competence, which is about self development*.

**Performance
criteria**

- You must be able to:*
- P1 Promote the benefits of learning to people in your area of responsibility and recognise their willingness and efforts to learn.
 - P2 Give individuals objective, specific and valid feedback on their work performance, discussing and agreeing how they can improve.
 - P3 Engage individuals in identifying and obtaining information on a range of possible learning activities to address identified learning needs.
 - P4 Discuss with individuals future roles and responsibilities that are compatible with their competences and potential.
 - P5 Discuss and agree personal development plans which include learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales.
 - P6 Support individuals in undertaking learning activities, making required resources available and making efforts to remove any obstacles to learning.
 - P7 Provide individuals with appropriate opportunities to apply their developing competences in the workplace.
 - P8 Recognise and make use of unplanned learning opportunities.
 - P9 Discuss with individuals their experience of learning activities and the extent to which learning objectives have been achieved.
 - P10 Discuss with individuals their progress and their readiness to take on new roles and responsibilities, and agree the support and supervision they will require.
 - P11 Appoint individuals to roles and responsibilities that are compatible with their competences and potential.
 - P12 Provide individuals with the support and supervision they require and ensure they receive specific feedback to enable them to improve their performance.
 - P13 Discuss and agree revisions to personal development plans in the light of their performance, learning activities undertaken and any wider changes.
 - P14 Encourage people to take responsibility for their own learning and development, including practising and reflecting on what they have learned.

CFAM&LDC2

Support individuals' learning and development

P15 Seek and make use of specialist expertise, where required.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 The benefits of learning for individuals and organisations and how to promote these.
- K2 Ways in which you can develop a culture in which learning is valued and willingness and efforts to learn are recognised.
- K3 How to identify potential future roles and responsibilities for individuals.
- K4 How to provide individuals with the support and supervision they need.
- K5 How to provide individuals with objective, specific and valid feedback designed to improve their performance.
- K6 How to prioritise individuals' learning needs, including taking account of organisational needs and priorities and the personal and career development needs of individuals.
- K7 Different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees, substitute staff).
- K8 How/where to identify and obtain information on different learning activities.
- K9 Why it is important for individuals to have a written personal development plan and what it should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources).
- K10 How to set learning objectives which are SMART (Specific, Measurable, Agreed, Realistic and Time-bound).
- K11 What type of support individuals might need to undertake learning activities, the resources needed and the types of obstacles they may face and how they can be resolved.
- K12 How to evaluate whether learning activities have achieved their intended learning objectives.
- K13 The importance of regularly reviewing and updating personal development plans in the light of performance, any learning activities undertaken and any wider changes.
- K14 How to take account of equality legislation, any relevant codes of practice and general diversity and inclusion issues in providing learning opportunities for colleagues.

Support individuals' learning and development

K15 How to encourage people to take responsibility for their own learning and development, including personal reflection on their performance.

K16 Sources of specialist expertise in relation to identifying and providing learning for colleagues.

Industry/sector specific knowledge and understanding

You need to know and understand:

K17 Industry/sector requirements for the development or maintenance of knowledge, skills and competence.

K18 Learning issues and specific initiatives and arrangements that apply within the industry/sector.

K19 Working culture and practices of the industry/sector.

Context specific knowledge and understanding

You need to know and understand:

K20 Individuals in your team, their roles, responsibilities, competences and potential.

K21 Identified gaps in individuals' knowledge, skills and competence.

K22 Identified learning needs of individuals.

K23 Learning styles or combinations of styles preferred by individuals.

K24 Individuals' personal development plans.

K25 Learning activities and resources available in/to your organisation.

K26 Opportunities for individuals' career development in your organisation.

K27 Opportunities for applying developing competences in the workplace.

K28 Support and supervision available to individuals within your organisation.

K29 Sources of specialist expertise available in relation to identifying and providing learning and development opportunities for individuals.

K30 Your organisation's learning and personal and professional development policy and practices.

K31 Your organisation's policies in relation to equality and diversity.

K32 Your organisation's performance appraisal systems.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Seize opportunities presented by the diversity of people
- 2 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 3 Find practical ways to overcome obstacles
- 4 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
- 5 Support others to make effective use of their abilities
- 6 Recognise the achievements and success of others
- 7 Develop knowledge, understanding, skills and performance in a systematic way
- 8 Inspire others with the desire to learn
- 9 Show integrity, fairness and consistency in decision making
- 10 Say no to unreasonable requests
- 11 Address performance issues promptly and resolve them directly with the people involved
- 12 Clearly agree what is expected of others and hold them to account

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Coaching
- Communicating
- Decision-making
- Delegating
- Empathising
- Empowering
- Evaluating
- Inspiring
- Involving others
- Leading by example
- Mentoring
- Monitoring
- Motivating
- Persuading
- Planning
- Problem solving
- Providing feedback
- Questioning
- Reviewing
- Setting objectives
- Thinking strategically
- Valuing and supporting others

CFAM&LDC2

Support individuals' learning and development

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Originating organisation	CFA Business skills @ work
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Relevant occupations	Managers and Senior Officials; Marketing occupations; Team Leader; Animal Facility Manager; Operations Manager
Suite	Management & Leadership; Marketing (2013); Animal Technology
Key words	Management & leadership; support; learning & development; Marketing

Overview

This standard is about the skills and knowledge required to ensure that disabled children and young people have equal access to a playwork setting. This standard also covers inclusive play guidelines, codes of practice and policy making.

The main outcomes of this standard are:

1. develop and implement inclusive playwork practice
2. manage inclusive playwork practices

This standard is for a playworker working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff who have some responsibility for the setting and others, making a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Performance criteria

You must be able to:

Develop and implement inclusive playwork practice

1. carry out consultation with **others** using appropriate communication formats to ensure the views of disabled children and young people are taken into account
2. contribute to developing and reviewing inclusive policies, procedures and guidelines with **others**
3. contribute to maintaining inclusive policies, procedures and guidelines with **others**
4. contribute to implementing relevant legislation and government policy on inclusive playwork practice
5. implement inclusive staff recruitment policies and procedures
6. implement inclusive admissions policies and procedures
7. monitor and evaluate your contribution in relation to the rights of disabled children and young people within the playwork setting
8. implement appropriate practice with **others** in relation to personal assistance and intimate care

Manage inclusive playwork practices

9. provide positive images of disabled children and young people in your playwork setting
10. ensure that policies, procedures and guidelines reflect inclusive practice within a legislative framework
11. ensure resources and environmental access meet the legislative frameworks for the needs of disabled children and young people
12. manage the service to offer all children and young people with the same right to play
13. respond appropriately to the individual needs of disabled children and young people
14. facilitate play around the interests and abilities of disabled children and young people
15. use a variety of appropriate methods to challenge discriminatory attitudes and behaviour with **others**
16. use appropriate language and terminology that supports the social model of disability
17. enable staff to reflect on their inclusive practice and share good practice
18. access relevant resources, including funding, to support the inclusion of

Facilitate inclusive playwork practice to meet the needs of disabled children and young people

disabled children and young people

19. support staff to create an environment where all children and young people can manage risk for themselves

Facilitate inclusive playwork practice to meet the needs of disabled children and young people

Knowledge and understanding

You need to know and understand:

Develop and implement inclusive playwork practice

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. how to explore and evaluate your own perception of disability
3. current inclusion theories and practices
4. how the social model of disability underpins inclusive playwork practice
5. how to identify good inclusive playwork practice
6. how to identify policy and codes of practice that can discriminate against disabled children and young people and their families
7. practices that prevent the participation of disabled children and young people in freely chosen, self-directed play
8. what constitutes inclusive guidance and policy making
9. the impact of other people's attitudes towards disabled children and young people
10. relevant legislation and how it can help to overcome barriers to the inclusion of disabled children and young people
11. how to carry out consultation with **others**
12. communication formats that ensure the views of disabled children and young people are taken into account
13. how to implement inclusive staff recruitment policies and procedures
14. how to implement inclusive admissions policies and procedures
15. the importance of continually monitoring and evaluating your contribution in relation to the rights of disabled children and young people within the playwork setting
16. when and how to implement appropriate practice with **others** in relation to personal assistance and intimate care

Manage inclusive playwork practices

17. the types and sources of positive images of disabled children and young people that should be used
18. the importance of resources and environmental access to meet the legislative frameworks for the needs of disabled children and young people
19. methods of supporting play that is based around the interests and abilities of disabled children and young people
20. methods to challenge discriminatory attitudes and behaviour with children,

Facilitate inclusive playwork practice to meet the needs of disabled children and young people

young people and adults

21. the social model of disability

22. inclusive playwork practice and good practice

23. where to access relevant resources to support the inclusion of disabled children and young people

24. how to enable staff to create an environment where all children and young people can manage risk for themselves

Facilitate inclusive playwork practice to meet the needs of disabled children and young people

- Scope/range related to performance criteria** **Others** (*minimum of 3 out of 5*)
1. families
 2. other carers
 3. staff
 4. bridging workers
 5. personal care assistants

Facilitate inclusive playwork practice to meet the needs of disabled children and young people

Scope/range related to knowledge and understanding

Others

1. families
2. other carers
3. staff
4. bridging workers
5. personal care assistants

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Disability

The loss or limitation of opportunities to take part in society on an equal level with others due to social and environmental barriers

Impairment

An injury, illness or congenital condition that causes or is likely to cause a long-term effect on physical appearance and or limitation of function with the individual that differs from the commonplace

Inclusive provision

Provision that is open and accessible to all, and takes positive action in removing barriers, so that all children and young people can participate

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Facilitate inclusive playwork practice to meet the needs of disabled children and young people

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Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	facilitate; inclusive play; playwork setting; disabled children and young people

Overview

This standard is about creating and maintaining structures in adventure playgrounds, developing children and young people's ownership of these, and working with the local neighbourhood to maintain and sustain the structures.

The main outcomes of this standard are:

1. work with tools and materials to design, construct and maintain structures in adventure playgrounds
2. support children and young people to create, develop and maintain ownership of adventure playgrounds
3. work with children, young people and the local neighbourhood to develop, maintain and sustain adventure playgrounds

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that have some responsibility for the playwork setting and others, making a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and where possible demonstrate them through their practice and reflection.

Performance criteria

You must be able to:

Work with tools and materials to design, construct and maintain structures in adventure playgrounds

1. conduct an environmental audit to assess the **potential use** of the playable space
2. develop and modify the playable space according to your play based observations and feedback from children and young people in the playwork setting
3. provide support to children and young people in designing and building a structure within the playground
4. provide support to children and young people in the design and or enhancement of a feature in the playground
5. acquire, select and use **resources** appropriate to the playwork setting and the needs, interests and requirements of children and young people
6. maintain and ensure safe storage of **resources** in line with resource requirements
7. inspect features and structures to ensure maintenance activities are carried out as required
8. contribute to the safe demolition of structures and features as appropriate to play needs

Support children and young people to create, develop and maintain ownership of adventure playgrounds

9. provide support to children and young people in the ongoing process of building and adapting their play structures and features
10. ensure a sufficient range of appropriate **resources** for children and young people to use
11. enable a play-centred approach in providing children and young people access to the **resources**
12. provide support to children and young people in the maintenance and storage of **resources**
13. undertake dynamic risk-benefit assessment of the children and young people using the **resources**
14. provide support to children and young people to develop their understanding of the basic principles of structural integrity and maintenance

Work with children, young people and the local neighbourhood to

develop, maintain and sustain adventure playgrounds

15. assess the socio-economic and cultural diversity of the local neighbourhood and use this to inform your practise
16. manage issues involved in children and young people arriving and leaving the playground within the limitations of your role
17. take action to contribute to the management of safety and security at night
18. identify and manage ownership and territoriality issues with due regard to safety
19. build relationships with local neighbours and residents
20. raise local awareness of the playground's aims and of children and young people's right to play
21. contribute to building a sense of local ownership and support of the playground

Knowledge and understanding

You need to know and understand:

Work with tools and materials to design, construct and maintain structures in adventure playgrounds

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within their own role
2. the factors that need to be considered in carrying out an environmental audit of the playable space
3. ways in which young people and children can be involved in the modification of the playable space
4. the type of contribution that you can make with regards to designing, enhancing and or building features and structures within the playable space
5. a range of building techniques appropriate for building and adapting features and structures
6. a range of methods and strategies for obtaining resources to support the adventure playground
7. methods for adapting and recycling resources to meet play needs
8. procedures for ascertaining the safety of resources before children and young people access them
9. how to identify, select and use play resources to meet children and young people's needs, interests and requirements
10. how to store different types of resources and the organisational guidelines and play needs that need to be taken account of in choosing storage conditions
11. how to ensure that features and structures are adequately monitored and maintained
12. how to facilitate and make sure resources are effectively maintained
13. how to ensure the safe demolition of different types of structures and features and how to gauge the contribution that you should make to the process
14. what safety equipment is required to ensure your personal safety and the safety of **others**
15. how to ensure that building work is left 'safe' when unsupervised
16. the design specifications that support the inclusive use of structures for all children and young people

Support children and young people to create, develop and maintain ownership of adventure playgrounds

17. basic principles of structural integrity
18. how to identify **weaknesses in materials** that may not be evident to children and young people
19. how to identify the correct use of wood to make best use of its strength
20. how to develop an inspection and maintenance regime
21. how to develop a scheme of works from your inspection records to sustain the structure or feature in a fit for purpose state
22. how to use a range of **fixings**
23. how to safely use a range of basic tools and building equipment relevant to design and construction
24. the benefits of self-build opportunities for children and young people
25. where to access **expert advice and statistics**
26. the type of support that should be given to people and young people in building and adapting play structures and features
27. different ways in which you can assist in safeguarding outdoor play spaces, structures and features created by children and young people
28. the range and scope of resources that needs to be acquired in order to make sure that there are sufficient resources for *all* children and young people to use
29. 'play-centred' approaches which allow children and young people access to the resources
30. why it is important to increase children and young people's independent use of the resources and different ways of adjusting work approach to encourage this
31. the factors which are important in carrying out effective dynamic risk-benefit assessment of children and young people involved in designing and building structures
32. methods for supporting dug-in structures

Work with children, young people and the local neighbourhood to develop, maintain and sustain adventure playgrounds

33. the possible moods and dynamics of individuals and groups of children and young people when they are entering, leaving and whilst on site and how to respond to these
34. why ongoing **consideration** is important in the management of the playground

Develop, maintain and sustain adventure playgrounds

- 35. the types of actions that can be taken to contribute to the management of safety and security at night
- 36. methods for working with **others** and the local neighbourhood to foster local ownership of the playground
- 37. how to research and adapt your practise according to the socio-economic and cultural diversity within the neighbourhood and why this is important
- 38. how to identify and gain access to relevant individuals in the local neighbourhood for purposes that support the adventure playground

Develop, maintain and sustain adventure playgrounds

Scope/range related to performance criteria **Potential use**

1. physical
2. affective

Resources

1. materials
2. equipment
3. tools
4. Personal Protective Equipment

Develop, maintain and sustain adventure playgrounds

**Scope/range related
to knowledge and
understanding**

Others

1. children and young people
2. relevant local organisations and agencies

Weaknesses in materials

1. shakes
2. knots
3. joints

Fixings

1. nails
2. screws
3. stud bar
4. washers
5. bolts
6. rope

Expert advice and statistics

1. Royal Society for the Prevention of Accidents (RoSPA)
2. Health and Safety Executive (HSE)
3. Play Safety Forum (PSF)
4. Child Accident Prevention Trust (CAPT)

Consideration

1. issues related to children and young people arriving and leaving the playground
2. safety and security at night
3. ownership and territoriality

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Play needs

What individual children and young people have to have in order to be able to play, but are not always able to have for a variety of reasons; for example, lack of access, overprotective adults, lack of outdoor environments, etc.

Develop, maintain and sustain adventure playgrounds

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Original URN	SKAPW39
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	develop; sustain; maintain; adventure playgrounds; neighbourhood

Overview

This standard covers the identification and preparation involved in planning and preparing outdoor public spaces for supporting play, whilst liaising with various individuals and groups, to support and evaluate the effectiveness of this process.

The main outcomes of this standard are:

1. identify and promote outdoor public spaces for supporting play
2. make preparations for planning and supporting play
3. implement and evaluate self-directed play

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that have some responsibility for the playwork setting and others, but make a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Performance criteria

You must be able to:

Identify and promote outdoor public spaces for supporting play

1. obtain data on the community or area within which the play provision is to be located
2. consult with **people** to identify the areas where the play provision would be best located
3. communicate the purpose, values and methods of your area of work to the **people** involved
4. build relationships with local neighbours and residents
5. adopt a community development approach

Make preparations for planning and supporting play

6. identify the **considerations** that need to be made before going into the public space
7. develop a plan which meets the needs of children and young people in an open access context and covers all areas of preparation
8. consult on and promote the service to the **people** involved

Implement and evaluate self-directed play

9. facilitate self-directed play in a public space
10. follow legal and organisational policies and procedures for health, safety and security of children, young people and staff
11. follow the organisational policies and procedures for responding to incidents where play opportunities are happening in public spaces
12. monitor and evaluate how well self-directed play is working
13. bring the play opportunity to an end in line with the aims and goals of the play provision
14. obtain feedback from **people** about the impact of the initiatives
15. use collected information and feedback to choose and promote future outdoor open-access play provision

Knowledge and understanding

You need to know and understand:

Identify and promote outdoor public spaces for supporting play

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. the overall aims and goals of the play provision and why these are important
3. the type, source and method of obtaining relevant, accurate and current data on the community or area within which the play provision is to be located
4. how to identify the relevant **people** for consultation and methods to be used
5. why it is important to promote children and young people's right to play in open-access public spaces
6. how to convey the benefits of open-access play opportunities clearly
7. how to adjust your communication to suit the different types of **people**
8. methods of working with **people**, the local neighbours and residents to foster relationships
9. how to adopt a community development approach

Make preparations for planning and supporting play

10. the types of **preparations** that need to be made before going into a public space
11. how to develop a plan that covers the full range of **preparations** that need to be made
12. how to consult and promote the service to the other **people** involved
13. how to encourage greater ownership of public spaces and the development of child-friendly communities with the other **people** involved

Implement and evaluate self-directed play

14. the **considerations** to take when supporting self-directed play in a public space
15. the legal and organisational policies and procedures for health, safety and security of children, young people and staff
16. how to undertake dynamic risk-benefit assessments
17. the range of hazards that may occur when children and young people play in a public space
18. the importance of ensuring the safety and welfare of children and young people in a public space and how to do so

19. the organisational policies and procedures for responding to incidents in a public space
20. how to monitor and evaluate the effect of the play provision on the use of the public space
21. how to collect information on the type and frequency of use of the public space
22. how to bring play to an end in line with the aims and goals of the play provision
23. why it is important to obtain feedback from the other **people** involved and what to do with such feedback
24. how to use data, information and feedback to choose and promote future outdoor open-access play provision

Organise and support open access play opportunities in public spaces

Scope/range related to performance criteria **People** (*minimum of 3 out of 5*)

1. children and young people
2. parents and or carers
3. community groups
4. local communities
5. organisations

Considerations (*minimum of 6 out of 9*)

1. specific play opportunities
2. site visits to map affordances and play value, fascination traps, play attractors
3. risk-benefit analysis and assessment
4. health, safety and security procedures
5. equipment and resources, including the additional ones needed to support open access play
6. photo identification of visitors
7. appropriate protective clothing
8. transport
9. cleaning of the play space, after sessions

**Scope/range related
to knowledge and
understanding**

People

1. children and young people
2. parents and or carers
3. community groups
4. local communities
5. organisations

Preparations

1. specific play opportunities
2. site visits to map affordances and play value, fascination traps, play attractors
3. risk-benefit analysis and assessment
4. health, safety and security procedures
5. equipment and resources, including the additional ones needed to support open access play
6. photo identification of visitors
7. appropriate protective clothing
8. transport
9. cleaning of the play space, after sessions

Considerations

1. open access and fluctuating numbers
2. varied age range
3. parents and or carers
4. public
5. staffing

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play provision

Adult created places where children and young people can play

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Organise and support open access play opportunities in public spaces

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Suite	Playwork
Keywords	children and young people; play spaces; open access play opportunities; playwork setting; public spaces

Overview

This standard is about planning and implementing opportunities to play for children and young people visiting a parent or relative in prison. The playworker may be part of a team, a lone worker or a volunteer. The children, young people and imprisoned parents or relatives may be involved in the planning of the opportunities. This standard is appropriate for all secure settings where children and young people visit a parent or relative in prison.

This standard includes the understanding of working in a restricted and stressful setting, while ensuring the prison rules and regulations are followed. This standard covers the need to be an advocate for the benefit of play to parents, carers and prison staff.

The main outcomes of this standard are:

1. plan and prepare for children and young people's play in prisons
2. support children and young people's play in prisons
3. build relationships relevant to playwork in prisons

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Performance criteria

You must be able to:

Plan and prepare for children and young people's play in prisons

1. prepare resources according to the prison population, prison restrictions and **security procedures**
2. implement **security procedures** for the playwork setting
3. challenge unreasonable restrictions which limit play opportunities
4. plan a welcoming playwork setting for children and young people

Support children and young people's play in prisons

5. respond to the play cues and needs of the children and young people
6. be aware of the significance of the transition of entering a prison setting and respond according to the needs of the children and young people
7. guide staff to ensure correct practice
8. guide staff to adhere to prison regulations
9. provide support to staff to facilitate play
10. provide support to children and young people to engage in play with parents and relatives together when possible
11. encourage the parent or relatives to value the product of play or shared experience
12. respond to security concerns by following reporting and recording procedures

Build relationships relevant to playwork in prisons

13. offer play opportunities to children and young people that are appropriate to the cultural expectations of parents
14. establish effective working relationships with prison staff
15. encourage prison staff to interact with children and young people
16. advocate to **individuals** the **benefit** of play
17. support staff who have experienced disruption or trauma within the playwork setting
18. signpost parents and carers to relevant help and support

Carry out playwork in prisons

Knowledge and understanding

You need to know and understand:

Plan and prepare for children and young people's play in prisons

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. when it is acceptable to be in conflict with the Playwork Principles and why
3. the importance of play in the prison setting
4. the impact on children and young people of the offending, criminal justice and imprisonment process
5. the positive impact of promoting family ties on reducing reoffending
6. requirements of confidentiality and handing of information relevant to the playworker's role in a prison
7. why it is important to have high quality resources which take account of the play deprivation experienced by children and young people
8. the resources you can use to take account of the specific nature of the prison population
9. the reporting mechanisms for safeguarding issues specific to a prison environment
10. detailed procedures for the security regime specific to the institution
11. key signs and symptoms of substance abuse
12. strategies employed by visitors for the transport of illegal and or banned substances and items
13. procedures required if illegal and or banned substances and items are discovered

Support children and young people's play in prisons

14. the potential emotional impact on a child or young person visiting a parent or relative in prison
15. the need to respect parental decisions about disclosure of imprisonment details
16. the principles of therapeutic playwork and how this can apply in a prison setting

Build relationships relevant to playwork in prisons

17. key facts about the socio-economic and cultural background of the prison population with whom you are working

Carry out playwork in prisons

18. sources of local and national support for prisoners and their families and how to make this information accessible to prisoners' families
19. the national and regional legislation upholding children and young people's right to play specific to offenders' families
20. the potential impact of working in a prison setting on the playworker
21. why it is important for playworkers in a prison setting to have access to support mechanisms
22. where to access support when dealing with traumatic situations

Carry out playwork in prisons

Scope/range related to performance criteria **Security procedures**

1. ensure volunteers comply with security procedures
2. ensure all resources are in line with security requirements
3. plan according to physical restrictions

Individuals

1. prison staff
2. parents or relatives
3. external agency staff

Benefits

1. play and social activities
2. care and safety
3. emotional wellbeing
4. inclusion
5. acknowledgement of their identity

Values

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2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

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Glossary

Play cues

Facial expressions, language or body language that communicate the child or young person's wish to play or invite others to play

Play needs

What individual children and young people have to have in order to be able to play, but are not always able to have for a variety of reasons; for example, lack of access, overprotective adults, lack of outdoor environments, etc.

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Carry out playwork in prisons

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Suite	Playwork
Keywords	playwork; prison setting

Carry out playwork in a specialist services environment

Overview

This standard is about working with children, young people and adults in specialist services environments, such as a women's refuge, a homeless project or a detention centre. It involves identifying emotional needs of children and young people and developing play spaces that will meet these needs and support children and young people during play. It also can involve working with parents and or carers to understand the importance and value of play in their children's lives and their relationships with them.

The main outcomes of this standard are:

1. create play spaces where children and young people can be emotionally supported
2. work with others in the specialist services environment to recognise and support the needs of children and young people

This standard is for a playworker working directly with children and young people in a specialist services environment setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Carry out playwork in a specialist services environment

Performance criteria

You must be able to:

Create play spaces where children and young people can be emotionally supported

1. provide support to **children and young people** to settle in the playwork setting
2. create and resource play spaces that are playful and specific to **children and young people's** individual interests and emotions
3. adopt a hands-on playful approach that is sensitive to **children and young people's** play cues
4. record observations of **children and young people** playing
5. provide support to individual **children and young people** as they experience feelings and behaviours that are hard for them
6. demonstrate a listening and responsive attitude to **children and young people**

Work with others in the specialist services environment to recognise and support the needs of children and young people

7. advocate for **children and young peoples'** rights to play in their own way
8. encourage **others** in the **specialist services environment** to observe and value play
9. encourage parents and or carers to take time to be playfully responsive to their children
10. provide support to parents and or carers to build networks and relationships with other families in the **specialist services environment**
11. promote a sense of shared community that has **children and young people** at its heart
12. promote playwork to parents and or carers through planning and delivering a diverse range of playful family activities
13. practice regular self and peer reflection

Carry out playwork in a specialist services environment

Knowledge and understanding

You need to know and understand:

Create play spaces where children and young people can be emotionally supported

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. how to create a warm, welcoming environment that encourages children and young people to feel that they are free to play, within a **specialist services environment**
3. policies and procedures that are relevant to the role of a playworker in a **specialist services environment**
4. key issues relating to contact with children and young people
5. the importance of understanding and respecting cultural and family diversity
6. how to gain an awareness and understanding of domestic abuse, homelessness and displacement
7. the impact of domestic abuse, homelessness and displacement
8. why it is important to have high quality resources which take account of the play deprivation experienced by such children and young people
9. the likely **feelings** that children, young people and their families may have on arrival
10. the settling in policies, procedures and logistics for children and young people
11. the possible impact of domestic abuse, homelessness and displacement on the overall development of children and young people
12. how children and young people's experiences of domestic abuse, homelessness and displacement may be shown in their play
13. the effect of domestic abuse on the relationship between the parent and child
14. the relationship between domestic abuse in relation to emotional abuse
15. the possible gender differences and the impact of own gender on the practice with and understanding of children and young people
16. the principles of therapeutic playwork
17. the play space used as a therapeutic environment

Work with others in the specialist services environment to recognise and support the needs of children and young people

18. the 'settling in' policies, procedures and logistics for the adult
19. the need to restore attachment between parents and or carers and children

Carry out playwork in a specialist services environment

and young people

20. how to encourage and engage parents and or carers in their child's play

21. why it is important to encourage parents and or carers to build networks and relationships with other families and strategies to facilitate this

22. principles of reflective practice

Carry out playwork in a specialist services environment

Scope/range related to performance criteria **Children and young people**

1. individuals
2. groups

Others

1. parents and or carers
2. colleagues
3. visitors

Specialist services environment (*minimum 1 out of 3*)

1. women's refuge
2. detention centres
3. homeless projects

Carry out playwork in a specialist services environment

Scope/range related to knowledge and understanding **Specialist services environment**

Scope/range related to knowledge and understanding

1. women's refuge
2. detention centres
3. homeless projects

Feelings

1. traumatisation
2. separation
3. loss
4. anxiety
5. guilt
6. fear
7. isolation
8. desolation

Values

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Glossary

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Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Carry out playwork in a specialist services environment

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Suite	Playwork
Keywords	playwork; specialist services environment