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.
**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
Run the playwork setting

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
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
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
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

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SKAPW72

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

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

**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
SKAPW72

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

Scope/range related to performance criteria

Others (minimum 3 out of 5)

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
SKAPW72

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

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.

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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

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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.
Lead your team

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.

**Industry/sector specific knowledge and understanding**

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

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

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.
SKAPW75

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

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 to performance criteria**

**Rights** *(minimum 4 out of 6)*

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 to knowledge and understanding

Rights
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

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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.
SKAPW76

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
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
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
SKAPW76

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

<table>
<thead>
<tr>
<th>Scope/range related to knowledge and understanding</th>
<th>Staff</th>
</tr>
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<tbody>
<tr>
<td>1. whom you work</td>
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**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

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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.

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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
Manage staff in the playwork setting

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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.
Develop and enhance relationships in the playwork setting

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*
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
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

<table>
<thead>
<tr>
<th>Scope/range related to performance criteria</th>
<th>Others <em>(minimum 3 out of 4)</em></th>
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<tbody>
<tr>
<td></td>
<td>1. staff</td>
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<td></td>
<td>2. parents and or carers</td>
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<td>3. visitors</td>
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**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

<table>
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<tr>
<th><strong>Challenges to communication</strong></th>
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<td>2. social</td>
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<td>3. physical</td>
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<td>4. emotional</td>
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<tr>
<td>5. developmental</td>
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### 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
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Develop and enhance relationships in the playwork setting

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Communicate and promote the work being undertaken in your playwork setting

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.
SKAPW78

Communicate and promote the work being undertaken in your playwork setting

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
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
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
Communicate and promote the work being undertaken in your playwork setting

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
Communicate and promote the work being undertaken in your playwork setting

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
Communicate and promote the work being undertaken in your playwork setting

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<td>Keywords</td>
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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.
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
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
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
Work with others external to your playwork setting

8. contingency measures
Work with others external to your playwork setting

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

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**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
SKAPW79

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
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.

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**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.
**SKAPW79**

**Work with others external to your playwork setting**

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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.
Allocate work to team members

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.
CFAM&LDB2
Allocate work to team members

Knowledge and understanding

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.

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.

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 development.
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.
CFAM&LDB2
Allocate work to team members

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
CFAM&LDB2
Allocate work to team members

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
Allocate work to team members

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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
Work within the playwork curriculum

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

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
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<td>2. experiential</td>
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<td>3. flexible</td>
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Others
1. staff
2. parents and or carers
**Work within the playwork curriculum**

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**Others**

1. staff
2. parents and or carers
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.

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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

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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.
SKAPW82

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
SKAPW82

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

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

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
### Scope/range related to performance criteria

#### 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

#### 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
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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:

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

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

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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**

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

**Context specific knowledge and understanding**

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.
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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Plan and implement your professional development in playwork

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.
Plan and implement your professional development in playwork

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
Plan and implement your professional development in playwork

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
Plan and implement your professional development in playwork

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
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Plan and implement your professional development in playwork

**Developed by**  
SkillsActive

**Version Number**  
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**Originating Organisation**  
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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
CFAM&LDC2
Support individuals’ learning and development

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.
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.
CFAM&LDC2
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

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

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

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.
SKAPW86

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

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

19. Support staff to create an environment where all children and young people can manage risk for themselves.
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
Facilitate inclusive playwork practice to meet the needs of disabled children and young people

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

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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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**
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
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

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**Resources**

1. materials
2. equipment
3. tools
4. Personal Protective Equipment
### Scope/range related to knowledge and understanding

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<td>2. relevant local organisations and agencies</td>
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### 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 |
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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Organise and support open access play opportunities in public spaces

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.
Organise and support open access play opportunities in public spaces

**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
Organise and support open access play opportunities in public spaces

**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
Organise and support open access play opportunities in public spaces

**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
Organise and support open access play opportunities in public spaces

**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
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<td><strong>Organise and support open access play opportunities in public spaces</strong></td>
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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.
Carry out playwork in prisons

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
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
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
### 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
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:

**Values**

**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 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
## SKAPW89

**Carry out playwork in prisons**

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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.
SKAPW90

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
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
SKAPW90

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

**Specialist services environment**

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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SKAPW90

Carry out playwork in a specialist services environment

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