



# Qualification Specification

**NCFE CACHE Level 3 Award in Transition to  
Playwork  
QN: 603/7635/1**

## Qualification summary

<b>Qualification title</b>	NCFE CACHE Level 3 Award in Transition to Playwork		
<b>Ofqual qualification number (QN)</b>	603/7635/1	<b>Aim reference</b>	60376351
<b>Guided learning hours (GLH)</b>	36	<b>Total qualification time (TQT)</b>	80
<b>UCAS</b>	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.		
<b>Credit value</b>	8		
<b>Minimum age</b>	18		
<b>Qualification purpose</b>	The aim of this qualification is to provide learners, who have experience and who are qualified at level 3 in working with children, with an understanding of the playwork principles and theories that underpin playwork practice. The qualification also aims to cover how applying the playwork principles and theories provides a framework that enables and supports children's play, and their overall development. It also offers an opportunity for reflection on the learner's own practice and supports progression to competence-based playwork qualifications.		
<b>Grading</b>	Achieved/not yet achieved		
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.		
<b>Work/industry placement experience</b>	This qualification requires learners to be working or on practical placement as learners will need to achieve both knowledge and skills throughout the duration of the qualification, before certification.		
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 603/7635/1.		
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.		

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## Summary of changes

This document summarises the changes to this Qualification Specification since the last version (Version 1.0 September 2021). Please check the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
1.0	September 2021	First publication
1.1	June 2022	<p>Further information added to the <a href="#">how this qualification is assessed</a> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the <a href="#">entry guidance</a> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the <a href="#">Support Handbook</a> section about how to access support handbooks.</p>
1.2	October 2023	Information regarding <a href="#">UCAS</a> points added to page 2, Qualification Summary.
1.3	June 2024	<p>The formatting has been revised throughout this Qualification Specification to comply with our in-house style guide.</p> <p>The section requirements for referencing has been removed as this is a non-graded qualification.</p>

## Section 1: introduction

If you are using this Qualification Specification for planning purposes, please make sure that you are using the most recent version.

### Aims and objectives

This qualification aims to:

- focus on the study of playwork principles and theories that underpin playwork practice
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical skills

The objective of this qualification is to:

- build knowledge and skills needed to work with children and young people in a playwork environment

### Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook on the qualifications page on the NCFE website, which contains additional supporting information to help with the planning, delivery and assessment.

This Qualification Specification contains all of the qualification-specific information you will need that is not covered in the Support Handbook.

### Guidance for entry and registration

This qualification is designed for learners who work or wish to work with children and young people between the ages of 4 to 16 in play environments.

It may also be useful to learners studying qualifications in the following areas:

- supporting teaching and learning
- youthwork
- Forest Schools

Learners who wish to study this qualification must be at least 18 years old and must have 2 years of childcare/education experience as well as one of the following:

- a full level 3 competency-based qualification in education or childcare or a historical qualification with education or childcare that would encompass early years, childcare, supporting teaching and learning, youthwork, Forest Schools
- an alternative regulated full level 3 competency-based qualification that recognises the ability of learners to work with children in the absence of their parents/caregivers (for example, residential childcare/social care with children/sports)

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements. Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

## Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **8 credits** from the **3** mandatory units.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

## Progression

Learners who achieve this qualification could progress to the following employment:

- hospital playwork practitioner
- holiday club practitioner
- after school club practitioner
- adventure centre practitioner

## Progression to higher-level studies

Level 3 qualifications can support progression to higher-level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study of work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods

## Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

## Real work environment (RWE) requirement

Where the assessment guidance for a unit allows, it is essential that organisations wishing to operate a RWE do so in an environment that reflects a real work setting and replicates the key characteristics of

the workplace in which the skill to be assessed is normally employed. This is often used to support simulation.

## Work placement experience

This qualification requires learners to be working or on practical placement as learners will need to achieve both knowledge and skills throughout the duration of the qualification, before certification.

## How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as per usual)

This qualification must be assessed in line with the playwork assessment strategy in section 2.

Unless stated otherwise in this Qualification Specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

## Internal assessment

We have created some sample tasks for all of the units that are internally assessed, which can be found in the internal assessment sample tasks document on the NCFE website under the qualification page. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover the knowledge LOs across each unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Provider Development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please refer to the playwork assessment strategy in section 2 for further information.

## **Section 2: unit content and assessment guidance**

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.



## TP1 A playworker’s understanding of playwork (M/618/7622)



Unit summary				
This unit explores the knowledge and understanding of what play is and the importance of play in children’s lives.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>2 credits</b>	<b>9 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand children’s play from a playwork perspective	1.1 Explain what is meant by freely chosen, personally directed and intrinsically motivated play
	1.2 Explain why play is a biological, psychological and social necessity
	1.3 Explain how play is fundamental to the healthy development and wellbeing of individuals and communities
2. Understand children’s right to play	2.1 Identify relevant articles of the <b>United Nations Convention on the Rights of the Child (UNCRC)</b> in relation to play
	2.2 Explain how General Comment 17 (2013) supports the playwork approach
	2.3 Describe why it is important for policies and procedures to reflect the child’s right to play
3. Understand opportunities to play in the community	3.1 Analyse a range of <b>play opportunities</b> in the community
	3.2 Analyse a range of <b>barriers</b> to play in the community

Range
<b>2. Understand children’s right to play</b>
<b>2.1 UNCRC</b>
A minimum of three articles must be identified.
<b>3. Understand opportunities to play in the community</b>
<b>3.1 Play opportunities</b>
A minimum of three play opportunities should be explored.
<b>3.2 Barriers</b>
A minimum of three examples must be given.
Factors could include:
<ul style="list-style-type: none"> <li>• social</li> <li>• environmental</li> <li>• legislative</li> <li>• attitudes of the community or economic</li> </ul>

**Range**

Learners should also make suggestions to address barriers to improve access.

**Delivery and assessment guidance**

The term 'children' encompasses all children and young people between the ages of 0 to 18 in line with national and international legislation.

Evidence could include:

- written task
- professional discussion

Relationship to National Occupational Standards (NOS):

- SKAPW50 – Create playwork settings that support freely chosen self-directed play
- SKAPW53 – Contribute to the health, safety and wellbeing of children and young people in the playwork setting
- SKAPW68 – Contribute to the development and review of policies and procedures relating to the rights of children and young people
- SKAPW75 – Develop and review policies and procedures relating to the rights of children and young people
- SKAPW93 – Manage, develop and review play provision

## TP2 Playwork in practice (T/618/7623)

Unit summary				
This unit explores the knowledge and skills needed to use the playwork approach in practice.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>3 credits</b>	<b>12 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the playwork principles	1.1 Summarise the playwork principles and their purpose
	1.2 Explain how the playwork principles support the playwork process
2. Understand playwork theories	2.1 Summarise the playwork curriculum
	2.2 Summarise the full play cycle as expressed within <b>relevant literature</b>
	2.3 Explain compound flexibility and its relationship to loose parts
	2.4 Summarise a playworker's approach to <b>intervention</b>
	2.5 Explain how <b>play types</b> are used in playwork practice
3. Be able to demonstrate how to support the play process	3.1 Carry out a dynamic <b>risk–benefit assessment</b>
	3.2 Reflect on own use of the playwork curriculum to develop a playwork environment
	3.3 Evaluate <b>different ways</b> a playworker identifies children's play needs and preferences
4. Be able to reflect on own practice	4.1 Use a model of reflection to evaluate own playwork practice with regard to play cycle
	4.2 Reflect on own use of the appropriate intervention styles from a playwork perspective
	4.3 Review own practice of undertaking a dynamic risk–benefit assessment
	4.4 Analyse the impact of adaptations to own practice in response to children's play needs and preferences

Range
<b>2. Understand playwork theories</b>
<b>2.2 Relevant literature</b>
Include the terms:
<ul style="list-style-type: none"> <li>• play drive</li> <li>• metalude (pre cues)</li> <li>• play cue</li> <li>• play return</li> <li>• play frame</li> <li>• flow</li> <li>• annihilation</li> <li>• adulteration</li> <li>• dysplay</li> <li>• containment</li> </ul>

<b>Range</b>
<p>Learners should refer to the Colorado Paper (Levels of Intervention) and The Play Cycle by Pete King and Gordon Sturrock.</p> <p><b>2.4 Intervention</b></p> <p>Intervention should link to playwork principle 8 and the appropriate intervention styles (First Claim – Play Wales, Bob Hughes) or Levels of Intervention (Colorado Paper, Gordon Sturrock and Perry Else).</p> <p><b>2.5 Play types</b></p> <p>Bob Hughes as listed in Playtypes: Speculation and Possibilities and First Claim.</p>
<p><b>3. Be able to demonstrate how to support the play process</b></p> <p><b>3.1 Risk–benefit assessment</b></p> <p>Learner to provide a written risk–benefit assessment; learners to cover an assessment of benefits, risks, control measures, relevant context. Learners can refer to an example of a template on the Play Safety Forum.</p> <p><b>3.3 Different ways</b></p> <p>Three or more different ways may include:</p> <ul style="list-style-type: none"> <li>• observations of play</li> <li>• range of play types</li> <li>• level of participation (identified in the United Nations Convention on the Rights of the Child, Article 12) (UNCRC)</li> <li>• listening and responding to child-initiated conversation</li> <li>• consideration of play environments</li> <li>• review of paperwork (registration forms)</li> <li>• conversations with parents/carers</li> </ul>
<p><b>Delivery and assessment guidance</b></p> <p>The term ‘children’ encompasses all children and young people between the ages of 0 to 18 in line with national and international legislation.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> <li>• reflective accounts</li> <li>• child observation in practice</li> <li>• work products (including records identifying children’s play needs and preferences)</li> </ul> <p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• written task</li> <li>• professional discussion</li> </ul>

**Delivery and assessment guidance**

Relationship to National Occupational Standards (NOS):

- SKAPW50 – Create settings that support freely chosen self-directed play
- SKAPW51 – Prepare and facilitate specific play opportunities
- SKAPW52 – Contribute to undertaking risk assessments in the playwork setting
- SKAPW53 – Contribute to the health, safety and wellbeing of children and young people in the playwork setting
- SKAPW57 – Contribute to supporting disabled children and young people in the playwork setting
- SKAPW61 – Evaluate to improve your own practice and the work of your playwork team
- SKAPW64 (SCDHSC0312) – Support children and young people to develop a positive identity and emotional wellbeing
- SKAPW81 – Work within the playwork curriculum
- SKAPW82 – Analyse and support self-directed play in line with current playwork theories

## TP3 Playwork in the wider context (A/618/7624)

Unit summary				
This unit explores playwork in the wider context of how to engage with others about the importance of play and playwork. It covers the organisational playwork approach to children's play, the role of advocating for play and being able to communicate this to others and understanding safeguarding children in a playwork context.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 3</b>	<b>3 credits</b>	<b>15 GLH</b>

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to review organisational approaches to play	1.1 Evaluate on own organisation's approach to working with children using a playwork perspective
	1.2 Evaluate an organisational <b>play policy</b> in relation to empowering a child's right to play
	1.3 Reflect on how own <b>previous approaches</b> to working with children differs to the playwork approach
2. Understand the role of advocacy in supporting children's play	2.1 Explain the term advocacy in the context of play and playwork
	2.2 Reflect on own advocacy to <b>others</b> for children's play
3. Be able to communicate the value of playwork to others	3.1 Advocate to others the value of playwork practice in own <b>setting</b>
	3.2 Reflect on own communication to <b>others</b> of the value of playwork practice in own setting
4. Understand safeguarding in a playwork context	4.1 Explain how <b>risk factors</b> differ depending on the children's age and development
	4.2 Describe how playwork supports children to: <ul style="list-style-type: none"> <li>• feel connected to people and places</li> <li>• feel safe and secure</li> <li>• keep themselves safe</li> <li>• exercise choice and control</li> <li>• build resilience through play</li> <li>• build self-esteem</li> <li>• improve wellbeing</li> <li>• communicate through play</li> </ul>
	4.3 Summarise own role in implementing setting safeguarding procedures

Range
1. Be able to review organisational approaches to play
<b>1.2 Play policy</b>
Evaluation should include reference to:
<ul style="list-style-type: none"> <li>• the United Nations Convention on the Rights of the Child (UNCRC)</li> <li>• General Comment 17 (2013)</li> <li>• Playwork Principles</li> </ul>

Range
<p><b>1.3 Previous approaches</b></p> <p>Qualifications and other experiences in working with children. The learners' reflection should consider some of the following (more than one):</p> <ul style="list-style-type: none"> <li>• the role of the adult</li> <li>• planning</li> <li>• child participation</li> <li>• outcomes</li> <li>• observations</li> <li>• risk management</li> <li>• power and control</li> </ul>
<p><b>2. Understand the role of advocacy in supporting children's play</b></p> <p><b>2.2 Others</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• colleagues</li> <li>• parents and/or carers</li> <li>• wider community</li> <li>• other professionals</li> </ul>
<p><b>3. Be able to communicate the value of playwork to others</b></p> <p><b>3.1 Setting</b></p> <p>For example, the place where playwork practice takes place.</p> <p><b>3.2 Others</b></p> <p>Could include:</p> <ul style="list-style-type: none"> <li>• colleagues</li> <li>• parents and/or carers</li> <li>• professionals</li> <li>• funders</li> <li>• external decision makers</li> <li>• inspectors</li> </ul>
<p><b>4. Understand safeguarding in a playwork context</b></p> <p><b>4.1 Risk factors</b></p> <p>Could include:</p> <ul style="list-style-type: none"> <li>• family environment</li> <li>• community</li> <li>• peer group</li> <li>• access to technology</li> </ul>

**Range**

- geography
- access to services

**Delivery and assessment guidance**

The term 'children' encompasses all children and young people between the ages of 0 to 18 in line with national and international legislation.

Evidence must include:

- reflective accounts

Evidence could include:

- written task
- professional discussion

Relationship to National Occupational Standards (NOS):

- SKAPW54 – Identify safeguarding concerns relating to children and young people in the playwork setting
- SKAPW55 – Contribute to the development and maintenance of relationships with children, young people and others in the playwork setting
- SKAPW56 – Contribute to the development and maintenance of links and partnerships in the playwork setting
- SKAPW63 – Establish and facilitate play in a non-dedicated playwork setting
- SKAPW67 – Contribute to the running of a playwork setting
- SKAPW69 – Contribute to the communication and promotion of work being undertaken in your playwork setting
- SKAPW70 – Contribute to the implementation of policies and procedures to safeguard children and young people within the playwork setting
- SKAPW75 – Develop and review policies and procedures relating to the rights of children and young people
- SKAPW78 – Communicate and promote the work being undertaken in your playwork setting
- SKAPW79 – Work with others external to your playwork setting



## Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for the individual needs of learners to be taken into account. Whilst we have provided a range of recommended assessment methods, assessors must also ensure they adhere to the mandatory evidence methods detailed at the end of each unit.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your external quality assurer (EQA) with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the LOs associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that follow this table.

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
A	Direct observation of learner by assessor: <ul style="list-style-type: none"> <li>by an assessor who meets the relevant Sector Skills Council's (SSC's) or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: <ul style="list-style-type: none"> <li>when directed by the SSC or other assessment strategy/principles</li> </ul>	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence: <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>	Yes	Yes
I	Recognition of prior learning	Yes	Yes

Ref	Assessment method	Assessing competence/skills	Assessing knowledge/understanding
J	Reflection on own practice in real work environment (RWE)	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by NCFE (for knowledge LOs)	No	Yes
N	Oral questions and answers	Yes	Yes

\* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance

\*\* **Simulation.** A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

## Assessment strategies and principles relevant to this qualification

The units we offer have been developed by us where there is no Sector Skills Council (SSC) lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to our assessment requirements for the unit they are assessing or quality assuring.

## Playwork assessment strategy

### Assessor requirements

#### Required criteria

1. Have worked with children and young people as a playworker at the level of this qualification or higher, in settings that do not conflict with the playwork principles and ethos of playwork.

2. Demonstrate practical playwork experience, knowledge and skills required to make accurate judgements about others' competence.

This must be via a written account that details:

- their playwork experience – where, what and when
  - their practical knowledge of the playwork principles and playwork theory (including the Play Cycle, play types, intervention styles, risk–benefit assessment and reflective practice)
  - their understanding of the role of the playworker (as opposed to an early years educator or youth worker) and what skills this role needs in terms of:
    - building relationships with children
    - creating play spaces
    - supporting play
3. Have actively and consistently participated in a process of current and relevant continuing professional development (CPD) to keep up to date with best playwork practice – this must be evidenced by a reflective account or in reflective records used to evidence CPD (this should include face-to-face playwork, attendance at sector training days, seminars and conferences, training and reading).
  4. Have worked or currently training as a playwork assessor and/or a playwork trainer, giving details of when and where and describing what the specific skills needed for these roles are and why.
  5. Have achieved a recognised training and/or an assessing qualification.

#### **Desirable criteria**

1. Have achieved or be working towards a recognised playwork qualification on a current or historical UK qualification framework.

#### **Suggested internal quality assurer (IQA) requirements:**

1. IQA needs to meet the requirements of the assessor occupational competence statements.
2. A recognised IQA qualification or currently in training – for those IQAs not yet qualified, the IQA must be supported by a qualified IQA with experience in a related occupational area.

## Section 3: explanation of terms

This table explains how the terms used at level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Explain how existing knowledge can be linked to new or different situations in practice.
<b>Analyse</b>	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
<b>Clarify</b>	Explain the information in a clear, concise way.
<b>Classify</b>	Organise according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequential or logical order.
<b>Compare</b>	Examine the subjects in detail and consider the similarities and differences.
<b>Critically compare</b>	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
<b>Consider</b>	Think carefully and write about a problem, action or decision.
<b>Demonstrate</b>	Show an understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Write about the subject giving detailed information in a logical way.
<b>Develop (a plan/idea which...)</b>	Expand a plan or idea by adding more detail and/or depth of information.
<b>Diagnose</b>	Identify the cause based on valid evidence.
<b>Differentiate</b>	Identify the differences between two or more things.
<b>Discuss</b>	Write a detailed account giving a range of views or opinions.
<b>Distinguish</b>	Explain the difference between two or more items, resources, pieces of information.
<b>Draw conclusions (which...)</b>	Make a final decision or judgement based on reasons.
<b>Estimate</b>	Form an approximate opinion or judgement using previous knowledge or considering other information.

<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
<b>Explain</b>	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
<b>Extrapolate</b>	Use existing knowledge to predict possible outcomes that might be outside the norm.
<b>Identify</b>	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking.)
<b>Implement</b>	Explain how to put an idea or plan into action.
<b>Interpret</b>	Explain the meaning of something.
<b>Judge</b>	Form an opinion or make a decision.
<b>Justify</b>	Give a satisfactory explanation for actions or decisions.
<b>Perform</b>	Carry out a task or process to meet the requirements of the question.
<b>Plan</b>	Think about and organise information in a logical way using an appropriate format.
<b>Provide</b>	Identify and give relevant and detailed information in relation to the subject.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
<b>Review and revise</b>	Look back over the subject and make corrections or changes.
<b>Select</b>	Make an informed choice for a specific purpose.
<b>Show</b>	Supply evidence to demonstrate accurate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences or paragraphs.
<b>Summarise</b>	Give the main ideas or facts in a concise way.

## Section 4: support

### Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- Qualification Fact Sheet
- Sample Assessment Task document

### Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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## Appendix A: units

### Units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.



Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

### Mandatory units



Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
TP1	M/618/7622	A playworker's understanding of playwork	3	2	9	
TP2	T/618/7623	Playwork in practice	3	3	12	
TP3	A/618/7624	Playwork in the wider context	3	3	15	