



Occupational and Functional Map for Playwork

2015/16
Version 3

SkillsActive

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Contents	Page
Occupational Map for Playwork	
1. Introduction	4
2. Overview of the Playwork Sector	5
2.1 Structure of the Sector	5
2.2 Income Sources	6
2.3 Playwork	6
2.4 Employment	7
2.5 Demographic Profile of Workforce	12
2.6 Highest Level of Qualification	17
2.7 Employment Status	19
2.8 Employees	19
2.9 Volunteers	22
2.10 Core Occupations within the SkillsActive Sector	23
2.11 Average Earnings of the Sector Workforce	25
2.12 Consumer Trends	28
2.13 Legislation and Regulation	28
3. Current Skills Needs	
3.1 Incidence of Skills Shortages	29
3.2 Recruitment Difficulties by Occupation	29
3.3 Incidence of Skill Gaps	30
3.4 Sector Specific Technical Skills	30
4. Trends and Developments	32
4.1 Business Growth	33
4.2 Industry Drivers	34
4.3 Future Skills needed	34
5. Job Roles and Responsibilities	35
5.1 Playwork Principles	35
5.2 Overview of Main Job Roles and Responsibilities	35
6. Overview of Career Progression and Development	39
6.1 Career Entry and Routes	39
6.2 Training and Qualifications	39
7. Key Stakeholders	41

8.	Implications for NOS and Qualifications Development	45
8.1	Summary of key implications	45
8.2	Functional Map Introduction	45
8.3	Key Stages in defining a Functional Map	45
8.4	NOS development process and development of the Functional Mapping document	46
8.5	Functional Mapping finalized in February 2016	49

1. Introduction

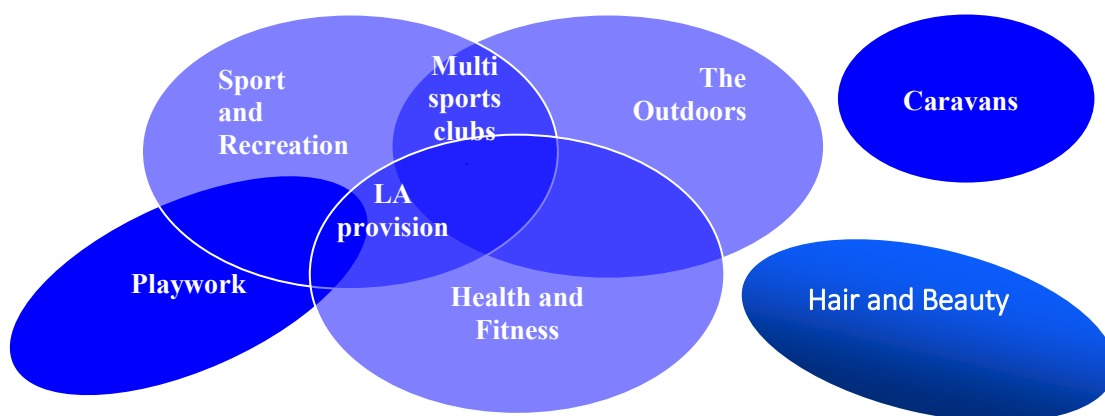
This document aims to provide critical information relating to the Playwork sector in order to assist the 2015/2016 review of National Occupational Standards (NOS) and NVQ/SVQ qualification provision.

In doing so, it draws upon comprehensive research carried out by SkillsActive and provides a synopsis of key information to assist those involved in the review process.

SkillsActive is the Sector Skills Council for Active Leisure, Learning and Well-being, encompassing the activities of sport and recreation, health and fitness, playwork, the outdoors.

2. Overview of the Playwork Sector

The Active Leisure, Learning and Well-being sector comprises five sub-sectors: sport and recreation, health and fitness, the outdoors, the caravan industry and playwork. There are sub-sectors; sports, fitness, outdoors, playwork, caravans, hair and beauty.



Historically, the sector has not been well-defined using Standard Industrial Classifications (SIC 2003); while 92.6 was adequate for coverage of Sporting activities, and 55.22 was dedicated to Camping and caravan sites, not all data sources (e.g. NESS 2009) adopted the use of 93.04 Physical well-being activities which included activities of fitness centres or 92.72 Other recreational activities as part of SkillsActive's footprint. Playwork was not covered by these codes, and there was only partial coverage of some sub-sectors like the outdoors, which were better defined using Standard Occupational Classifications (SOC).

The new SIC 2007 system has improved sector definition by the introduction of new codes for sport and recreation education, and for sports clubs and fitness facilities. Other SIC codes have been diluted like "Other recreational and amusement activities" which has a greater overlap with People 1st. SkillsActive has additionally taken responsibility for new areas including 29.20/3 Manufacture of caravans, 32.3 Manufacture of sports goods and another new code, 77.21 Renting and leasing of recreational and sports goods.

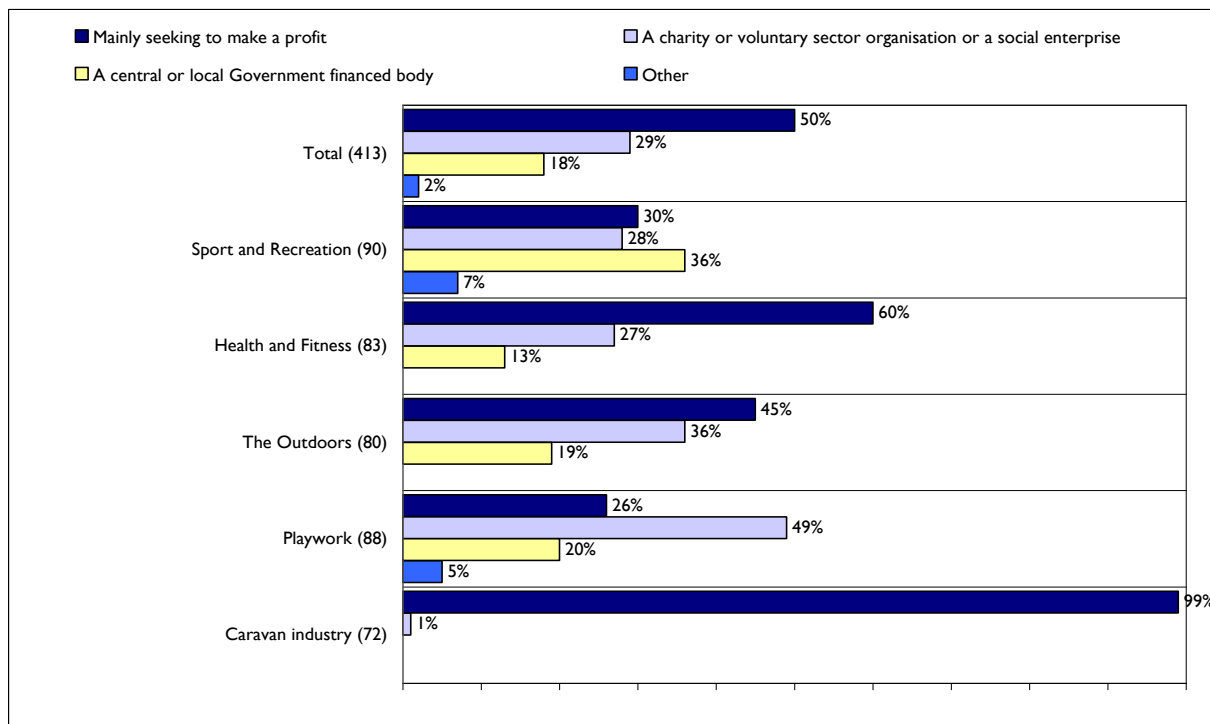
There is still no SIC code that adequately covers the Playwork subsector, so SkillsActive have used OC 6123 Playgroup leaders and assistants as a proxy for playwork, as this is the nearest.

2.1 Structure of the sector

The structure of the sector is largely determined by the nature of provision; that is, whether sector operators are publicly funded, private, not-for-profit, or charitable / voluntary organisations. The recent Awareness and Perceptions survey provides a valuable breakdown of the structure by each sub-sector. The sample structure was based on roughly equivalent numbers of employers from each sub-sector irrespective of the proportional size of each. The sub-sector breakdown is therefore more indicative than the breakdown of the whole sector, which will additionally be influenced by the relative size of each sub-sector.

Playwork is dominated by the charity and voluntary sector which comprises almost half of all Playwork organisations.

Figure 2.1 a: Structure of the sector



Source: SkillsActive Awareness and Perceptions Survey, 2009

2.2 Income sources

Playwork is not generally a commercial sector and therefore the usual pattern of investment does not apply. Recent playwork research¹ found that respondents frequently rely on a combination of income sources, with income from parents and carers having the biggest impact followed by local authority funding and fundraising activities². SkillsActive Employer Consultation Events in 2005 suggested that income from parents and carers is often used to supplement funding from other sources and that putting fees up drives down demand, particularly in deprived areas.

2.3 Playwork

Playwork also spans publicly funded provision, voluntary clubs and private after school clubs and holiday play schemes. Both private and voluntary providers often rely on public funding subsidies and tax credits to make parental contributions affordable.

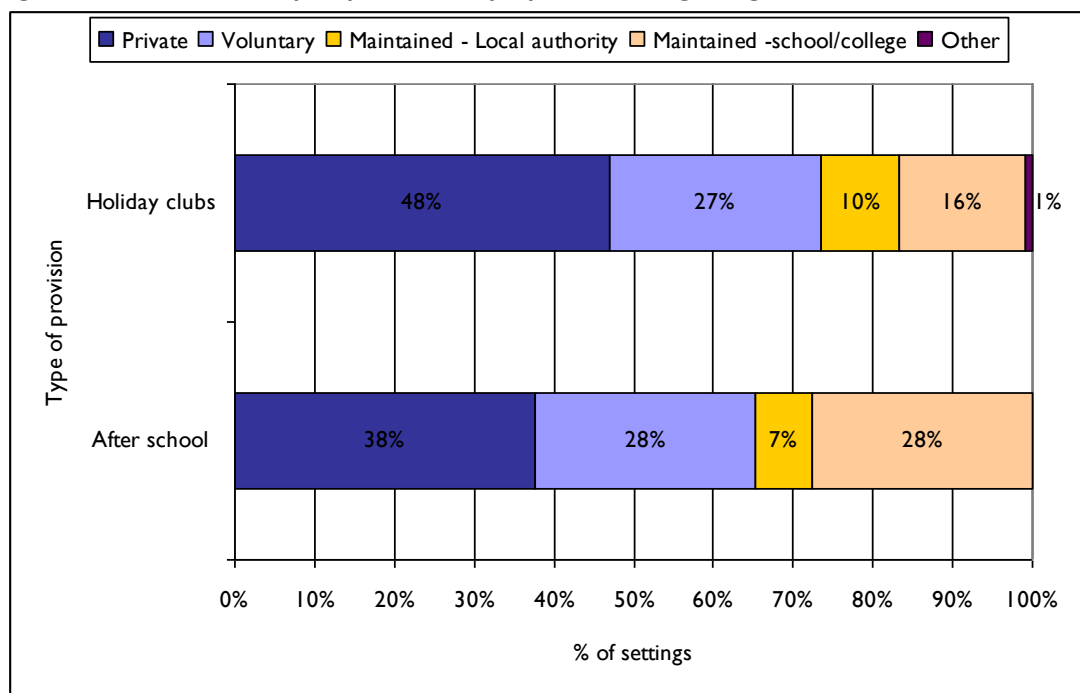
¹ *Playwork People 4*, SkillsActive, 2010

² Government funding through childcare vouchers is classified as income from parents and carers

Evidence from the Childcare and Early Years Providers Survey 2010³ suggests that within England between a third and a half of settings are privately run (38 per cent of after school clubs and 48 per cent of holiday clubs). The second most common form of provision was voluntary settings; accounting for around 28 per cent of after school clubs and 27 per cent of holiday clubs. A higher proportion of holiday clubs were local authority maintained compared with after school clubs (10 per cent compared with seven per cent).

There is some variation in the proportion of settings that are maintained by the local authority or a school or college. Not surprisingly, after school clubs were more commonly maintained by a school or college (28 per cent compared with sixteen per cent of holiday clubs). A higher proportion of holiday clubs were local authority maintained compared with after school clubs (10 per cent compared with seven per cent).

Figure 2.3.1 a: Ownership of provision – playwork settings, England



Source: Childcare and Early Years Providers Survey 2010 (Table 3.5a - Ownership of childcare providers)

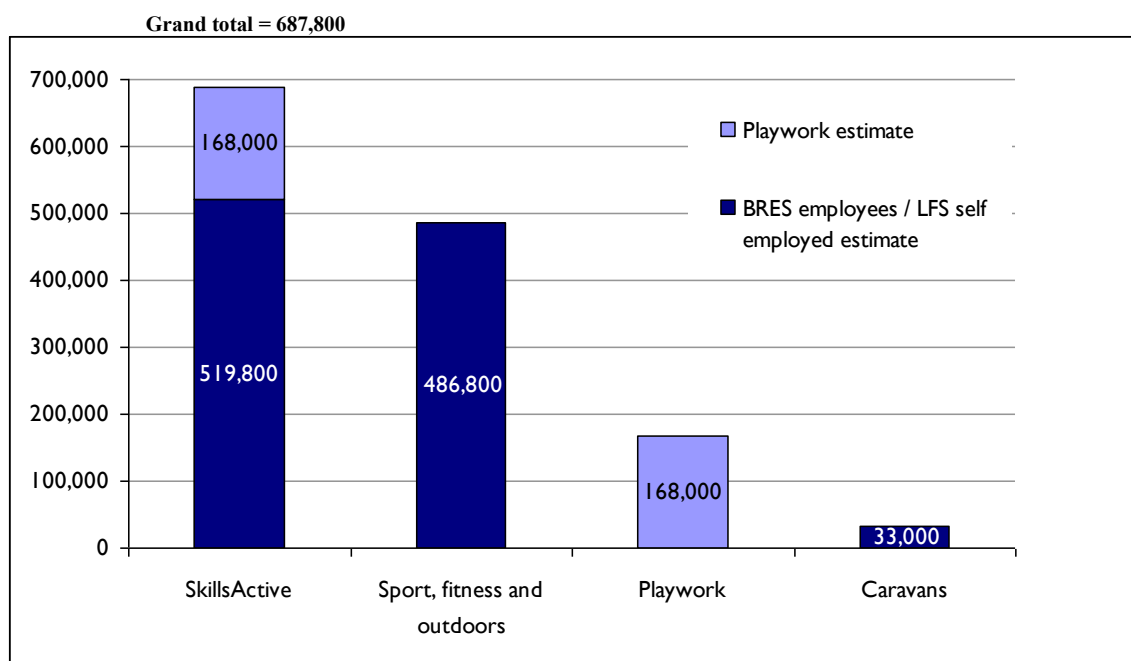
2.4 Employment

In 2010, the sector footprint has 519,800 people in employment in the UK according to official statistics. The total employment in active leisure, learning and well-being rises to 687,800 when Playwork is added (not covered by SIC codes).

The playwork estimate is based on the total workforce figures taken from the Childcare and Early Years Providers Survey, 2010. For the caravan sector, the official statistics show about 33,000 people are employed in the UK caravanning workforce.

³ Childcare and Early Years Providers Survey 2010, Department for Education, 2011

Figure 2.4.1: Total sector employment in the UK, 2010



Sources: SkillsActive derived from BRES 2010 (employees) and average annual Labour Force Survey 2010 (self-employed); Childcare and Early Years Providers Survey 2010 (playwork estimate).

Figure 2.4.2: Historic employment by sector, 2002-10

Sector	2002	2003	2004	2005	2006	2007	2008*	2009	2010
Sport and Recreation	350700	359800	363100	359100	368700	367000	N/A	N/A	N/A
Health and Fitness	42700	44300	44800	50400	51100	50200	N/A	N/A	N/A
Outdoors	24200	25000	25000	24200	25600	26200	N/A	N/A	N/A
Sports fitness & outdoors	417700	429000	432900	433700	445400	443400	447800	477200	490500
Playwork	127200	130300	132700	146300	142000	150600	120500	117100	168000
Caravans	28300	32100	31900	32300	38400	41700	36200	33000	33200
SkillsActive	552100	569900	576000	590600	603600	612900	604500	627400	691700

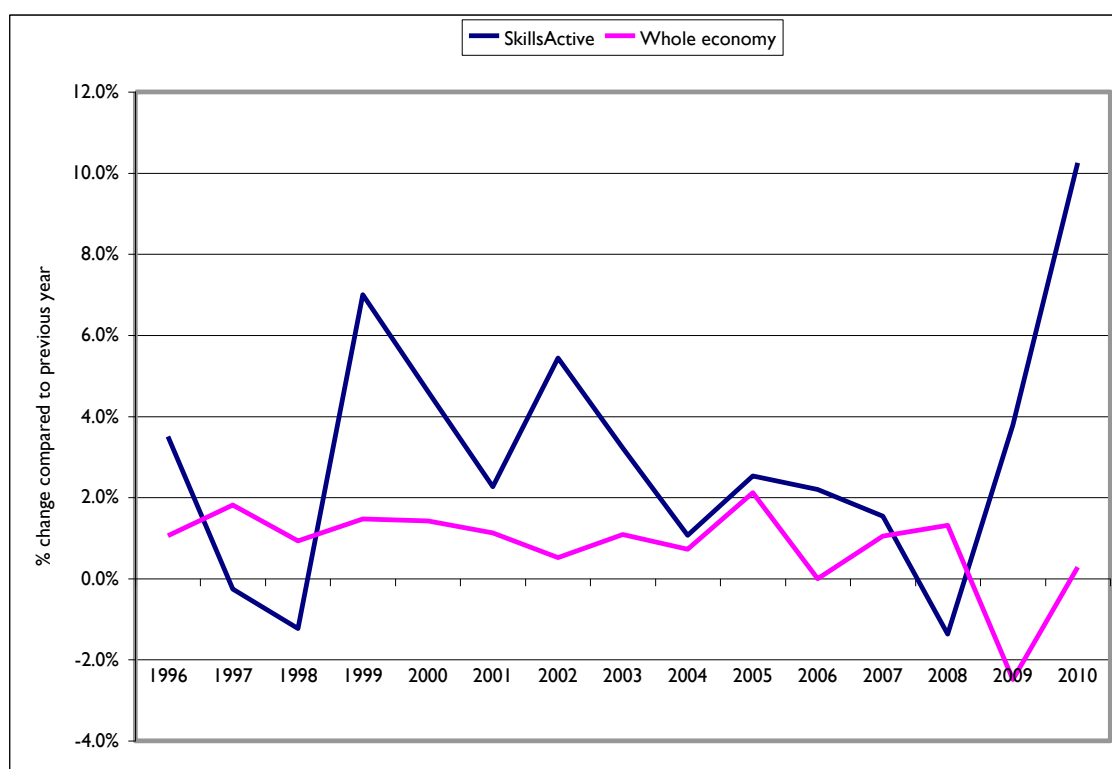
Sources: Experian, 2005; Annual Business Inquiry (2005-07); British Register and Employment Survey (2008-10); LFS (2005-10), and: Childcare and Early Years Providers Survey (2010). * As of 2008, SIC 2007 was introduced to Labour Force Survey: this precludes the possibility of distinguishing sports, fitness and the outdoor; care should be taken in making comparisons between SIC 2003 and SIC 2007 data.

Figure 2.4.3: Historic employment, SkillsActive and all industries 2002-10

		2002	2003	2004	2005	2006	2007	2008	2009	2010
SkillsActive	Employment (000)	552	570	576	591	604	613	605	627	692
	Year on year growth	5.4%	3.2%	1.1%	2.5%	2.2%	1.5%	-1.4%	3.8%	10.2%
Whole economy	Employment (000)	29,562	29,884	30,099	30,738	30,737	31,061	31,470	30,686	30,774
	Year on year growth	0.5%	1.1%	0.7%	2.1%	0.0%	1.1%	1.3%	-2.5%	0.3%
SkillsActive employment as a % of all employment		1.87%	1.91%	1.91%	1.92%	1.96%	1.97%	1.92%	2.04%	2.25%

Sources: Experian, 2005; Annual Business Inquiry (2005-07); British Register and Employment Survey (2008-10); LFS (2005-10), and: Childcare and Early Years Providers Survey (2010). * As of 2008, SIC 2007 was introduced to Labour Force Survey: this precludes the possibility of distinguishing sports, fitness and the outdoor.

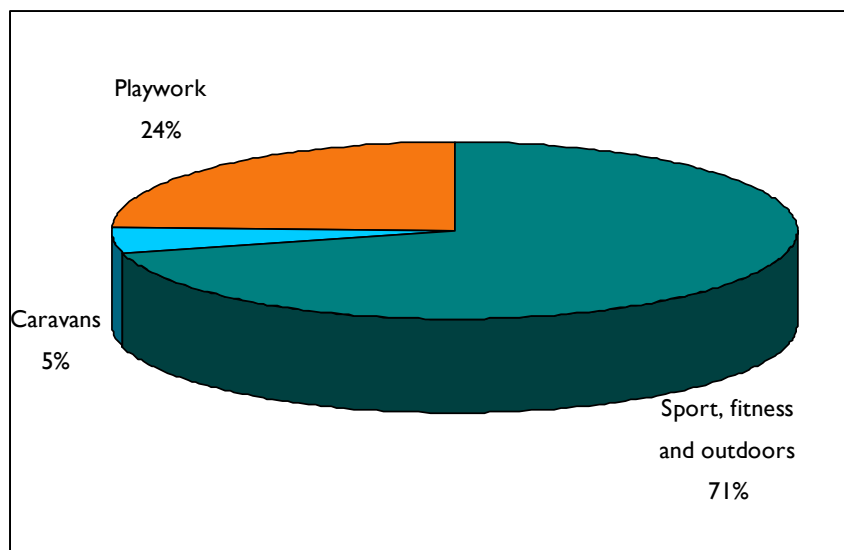
Figure 2.4.4: Historic employment growth, 1996-2010



Sources: Experian (2005); Annual Business Inquiry (2005- 2007); British Register and Employment Survey (2008- 2010); Labour Force Survey (2005-2010); Childcare and Early Years Providers Survey (2010)

The sport, fitness and outdoors sub-sectors account for the majority of employment in the sector, together employing 71 per cent of the workforce. Playwork was the second largest, employing 24 per cent. The caravans sub-sector was the smallest sector (five per cent).

Figure 2.4.5: Sector employment in the UK, 2010

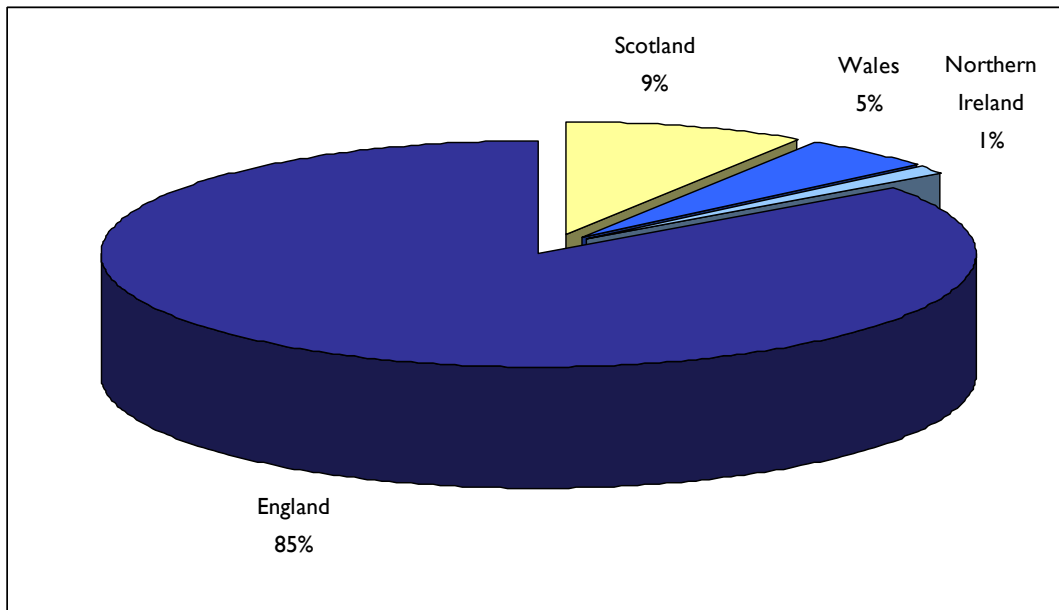


Sources: SkillsActive derived from ABS 2010 (employees) and average annual Labour Force Survey 2010 (self-employed); Childcare and Early Years Providers Survey 2010 (playwork estimate).

Around 85 per cent of the SkillsActive workforce works in one of the nine English regions. Scotland is the second largest nation, accounting for nine per cent of the total workforce, followed by Wales (five per cent) and Northern Ireland (one per cent).

SkillsActive activities are present in all communities across the UK, so it is no surprise to see the workforce is fairly well distributed across the regions within the UK. In general, each region accounts for between seven and 11 per cent of the overall sector workforce. The main exceptions occur in the South East, which accounts for the largest proportion of workers (17 per cent) and the North East, Wales and Northern Ireland, which account for the smallest proportion of workers (three per cent, five per cent, and one per cent respectively).

Figure 2.4.6: Distribution of workforce across Home Countries, 2010

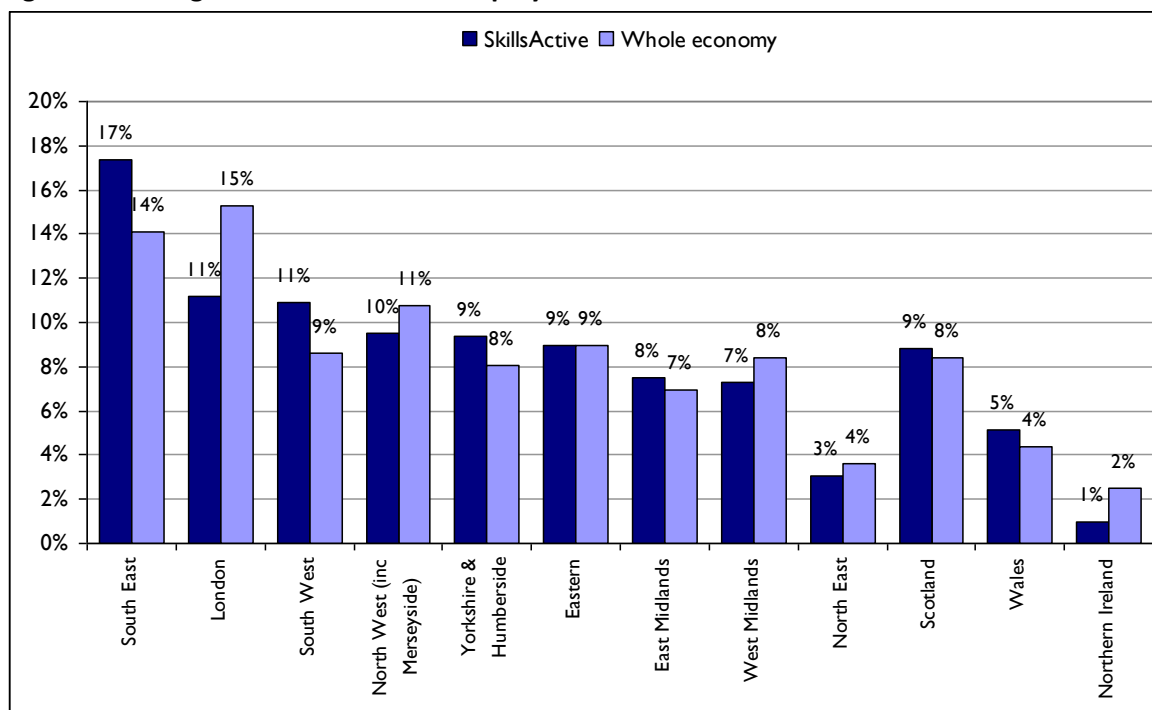


Sources: SkillsActive derived from ABS 2010 (employees) and average annual Labour Force Survey 2010 (self-employed); Childcare and Early Years Providers Survey 2010 (playwork estimate).

The South East together with London and the East of England account for the greatest proportion of the workforce.

When compared with the distribution of the workforce across the whole economy, it is clear to see that size of the workforce in the South East, South West and East Midland regions is higher than expected. There are a lower than expected proportion of workers located in London, North West, West Midlands, and Northern Ireland.

Figure 2.4.7: Regional distribution of employment 2010



Source: SkillsActive derived from ABS 2010 (employees) and average annual Labour Force Survey 2010 (self-employed); Childcare and Early Years Providers Survey 2010 (playwork estimate).

2.5 Demographic profile of workforce

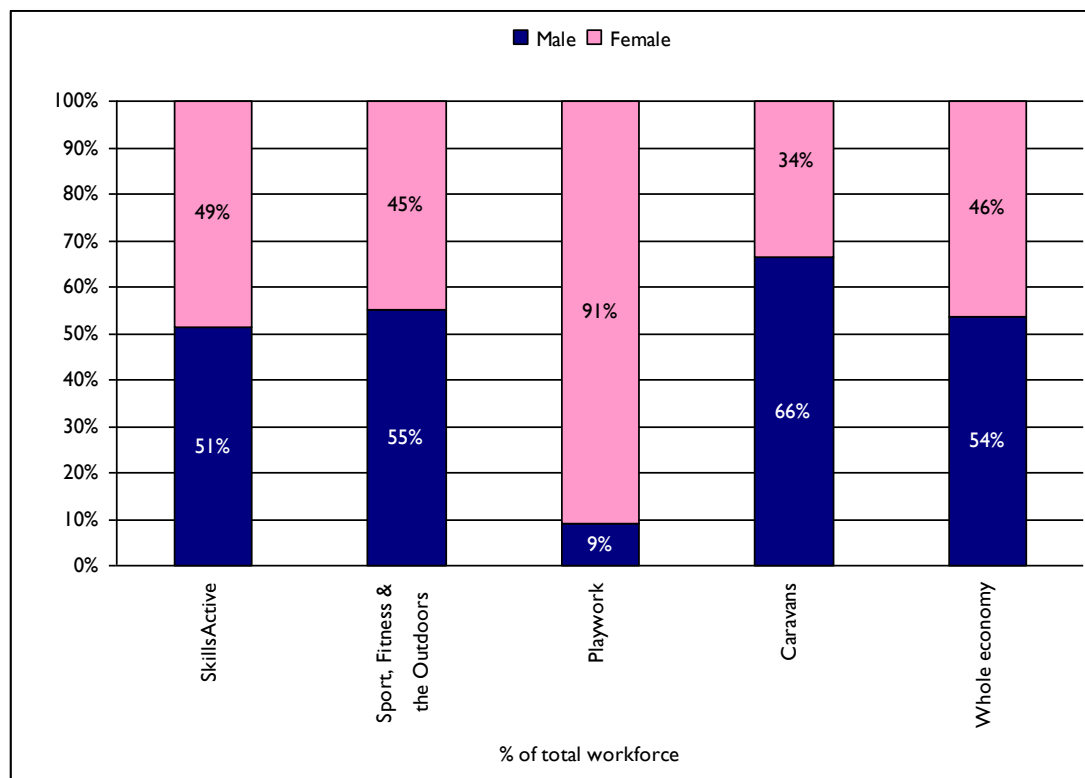
2.5.1 Gender profile

Overall, the core SkillsActive workforce is relatively well distributed, with 49 per cent of the workforce being female and the remaining 51 per cent are male. The gender profile of the sector has a higher proportion of female workers compared with all industries across the UK (54 per cent compared with 46 per cent).

Further examination of the gender profile of the sub-sector workforce reveals that this overall proportion masks variations across the sector. Within the playwork workforce there is particularly large proportion of female workers (91 per cent)

The gender profile is fairly consistent across each of the regions and home countries, with the female workforce generally accounting for between 48 and 54 per cent of the core sector workforce. The main exceptions occur in the North East, Wales and the East of England, where women account for a slightly higher proportion of the workforce (58 per cent, 57 per cent and 56 per cent respectively).

Figure 2.5.1a: Gender breakdown by sub-sector 2010, UK



Source: SkillsActive derived from average annual Labour Force Survey 2010, Playwork taken from Childcare and Early Years Providers Survey 2010.

It is important to recognise that within these sub-sectors there are also particular gender related trends. For example, within **playwork**, findings of the Childcare and Early Years Providers Survey 2010 suggests that there is a higher proportion of male workers operating within holiday play scheme settings (10 per cent) compared with after school settings (eight per cent). Holiday play schemes are more likely to employ male workers as they often rely on university students working on play schemes in their summer and Easter holidays.

Evidence from employers and playworkers through qualitative work we have undertaken for the Children’s Workforce Development Council would suggest that careers in playwork are often not attractive, especially to males⁴. This is mainly due to the connotations attached to the word “playwork” and the associated career. The low pay and short hours mean that it is not traditionally a career that males have chosen.

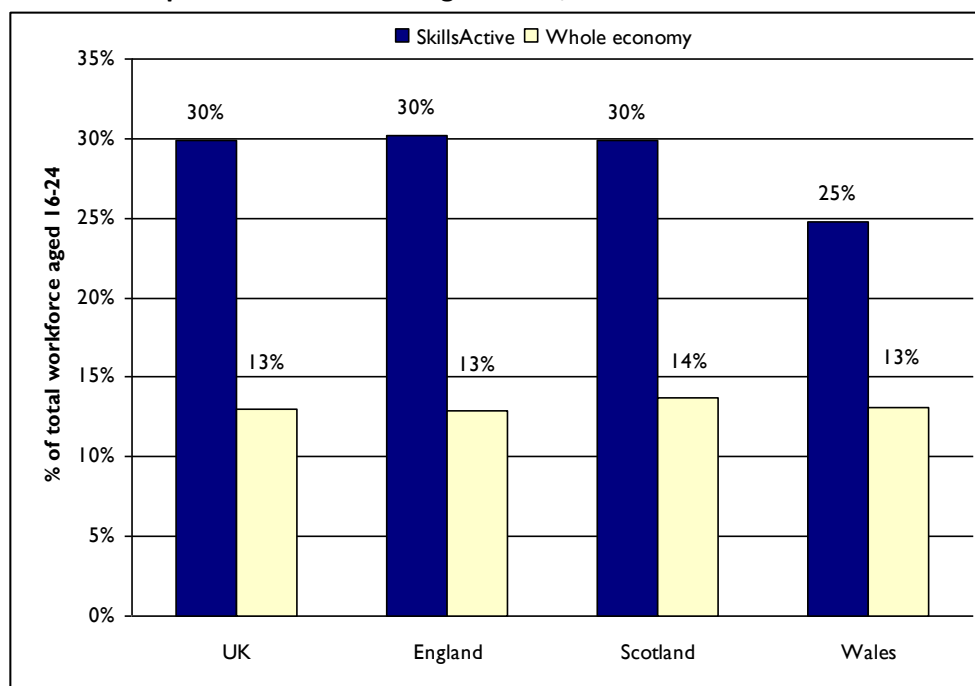
2.5.2 Age profile

The SkillsActive workforce has a higher proportion of workers aged 16 to 24, with 30 per cent of its workforce⁵ in this age range compared with 13 per cent for the UK workforce overall. The importance of this age group is consistent across each of the home countries, however there is a larger proportion of 16 to 24 year olds in the sector in Scotland.

⁴ *Working towards a graduate-led core of playworkers*. CWDC, 31st March, 2010

⁵ SkillsActive derived from Annual Average LFS 2008

Figure 2.5.2 a: Proportion of workforce aged 16-24, Home Countries



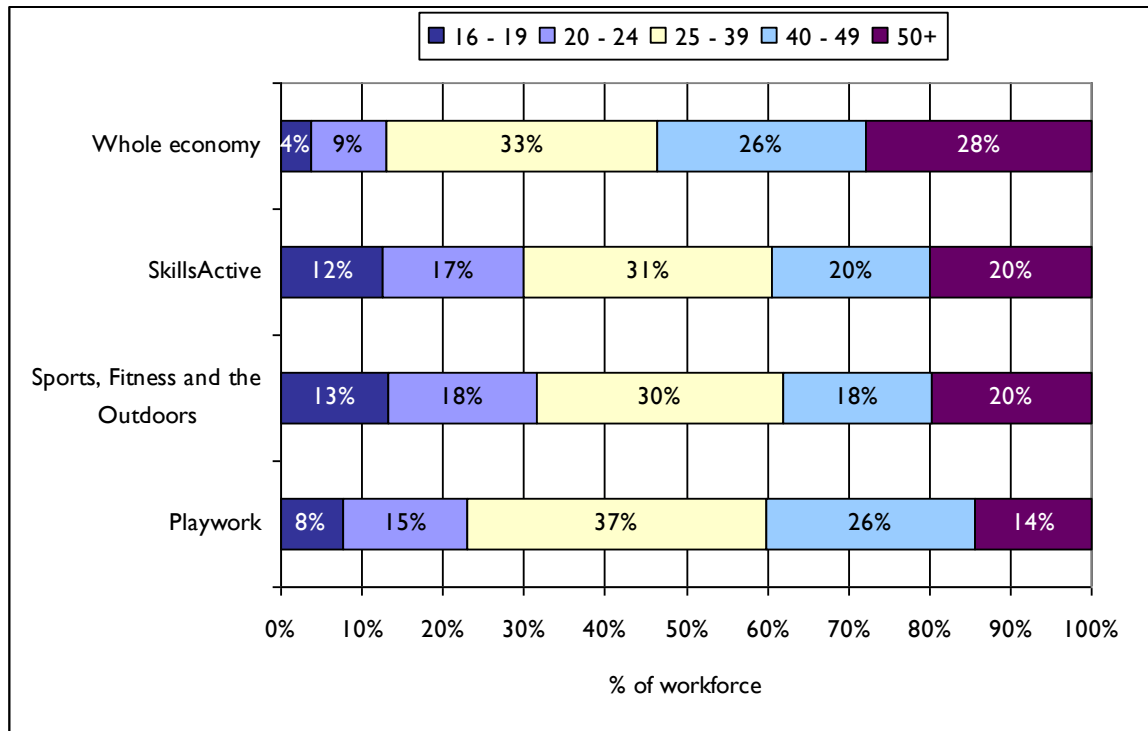
Source: SkillsActive derived from average annual Labour Force Survey 2010. Please note figures for Northern Ireland do not meet reporting thresholds

It should be noted that the 16-24 year olds will be primarily aged over 18 as many occupations in the sector need licences to operate (e.g. to supervise children) while under-18s have to be supervised, which results in double staffing. Figure 2.5.2 b highlights that those aged 20 to 24 do form a larger proportion of the younger age group.

Overall, there are lower proportions of workers employed in the older age groups (over 40 years old) compared with the whole economy.

There are also variations in the age profile of the Playwork sub-sectors, with holiday playschemes in particular having a much younger staffing profile. The Childcare and Early Years Providers Survey (2008 findings suggest that some 38 per cent of staff in these settings in England is between 16 to 24 years old. However, by the time of the 2010 Children and Young People Survey, this has reduced to 28 per cent, although it is still almost double the proportion employed in the whole economy. The reduction may be explained by Ofsted's requirement that 50 per cent of staff hold a level 2 NVQ in a discipline related to childcare, which might be a challenge for full time students. It may alternatively be that as employment becomes more difficult in the general economy, qualified 'term-time' staff are filling the 'seasonal' vacancies in holiday playschemes.

Figure 2.5.2 b: Age profile 2010, UK

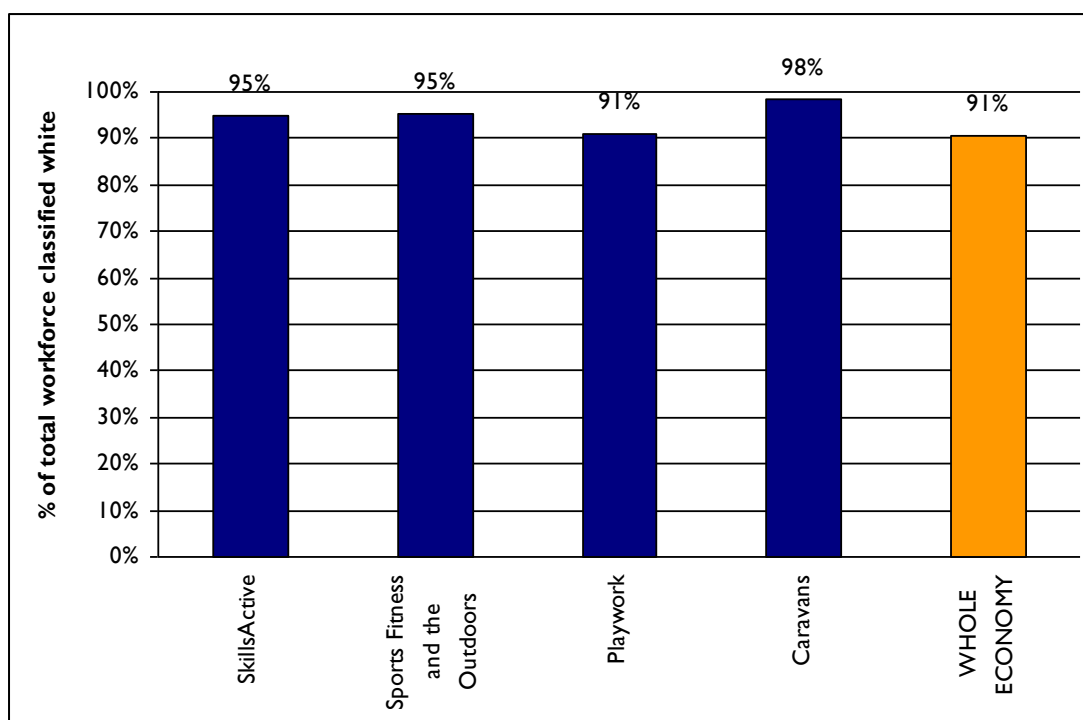


Source: SkillsActive derived from average annual Labour Force Survey 2010

2.5.3 Ethnicity

Further investigation by sub-sector reveals that the most ethnically diverse sub-sector is playwork, where only 91 per cent of the workforce is classified as white

Figure 2.5.3: Ethnicity of SkillsActive workforce 2010, UK



Source: SkillsActive derived from average annual Labour Force Survey 2010. Playwork derived from Childcare and Early Years Providers Survey 2010.

2.5.4 Disability

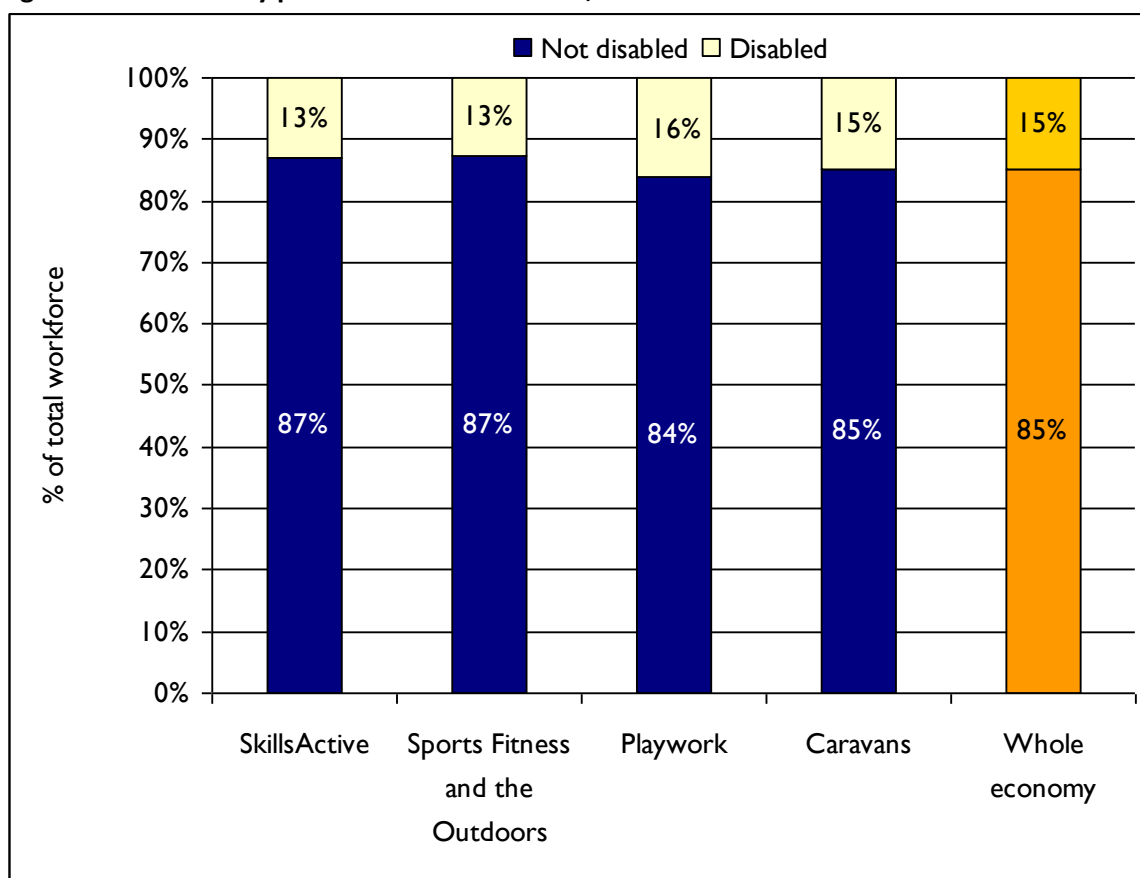
Overall, around 13 per cent of the SkillsActive workforce reports that they have a disability⁶. This is slightly lower than the proportion recorded across the economy as a whole (15 per cent). It is important to note that the proportion of workers within the sector with a disability is broadly similar across each of the Home Countries and in each case slightly lower than the economy as a whole.

Across sub-sectors, the proportion of workers with a disability is slightly greater within playwork (16 per cent).⁷

⁶ Disability Discrimination Act (DDA) Defined Disability - someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

⁷ Although the Childcare and Early Years Providers Survey 2010 has been used throughout this section, we are uncertain about the definition of disability used in their survey, and given that the reported proportion of disabled people is just 2% we have instead quoted the Labour Force Survey data for playwork.

Figure 2.5.4: Disability profile of workforce 2010, UK



Source: SkillsActive derived from average annual Labour Force Survey 2010. Disability includes both DDA disabled and/or work-limiting disabled.

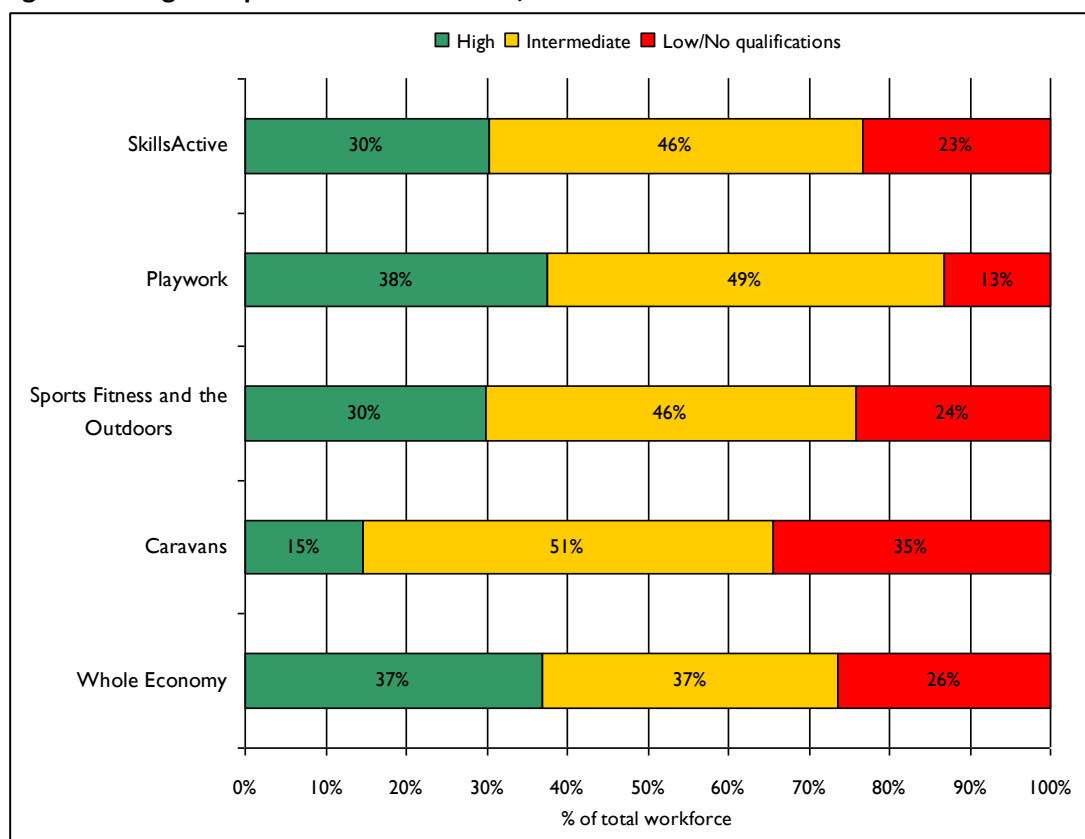
2.6 Highest level of qualification

Almost half of those working in the SkillsActive sector are qualified to an intermediate level (46 per cent). This is higher than the proportion of workers across the economy as a whole (37 per cent). The proportion of workers qualified to a high level is lower than the proportion recorded across all industries (30 per cent compared with 37 per cent). The proportion of workers with no or low level qualifications is slightly less than the economy as a whole.

The prevalence of intermediate skills is likely to relate to the requirements of core occupational roles within the sector.

In each Home Country the proportion of people qualified to an intermediate level exceeds that reported across the economy as a whole by four to sixteen per cent. The proportion of people citing intermediate level skills as their highest level of attainment is greatest in Wales, where 53 per cent of the workforce is qualified to this level compared to 37 per cent of the whole economy.

Figure 2.6: Highest qualification level 2010, UK



Source: SkillsActive derived from average annual Labour Force Survey 2010. NB High level skills = NQF levels 4 and 5, intermediate = NQF levels 2 and 3, Low/no = NQF level 1 and no qualifications.

Given the differences in the profiles and activities of different sub-sectors, it is not surprising that the highest level of qualification held by the workforce also shows some variation.

Within **playwork**, a very small proportion of the workforce (13 per cent) has low or no qualifications. This is likely to reflect the workforce that is included in this analysis such as holiday playschemes which attracts a number of students who may be continuing in their education. Furthermore, within England, the current Ofsted requirement for settings registered on the general childcare register or early years' register is for the supervisor to be qualified to level three.

In addition, it is important to note that sector-specific research¹² suggests that 44.2 per cent of the workforce in England have no playwork qualification at all, 7.3 per cent have at least a level 2 playwork qualification and 48.5 per cent are at level 3 and above. There is thus a shortage of people with full and relevant playwork qualifications and employers are therefore obliged to accept alternative childcare qualifications which impacts upon the outcomes for children.

¹² *Playwork People 4*, SkillsActive, 2010

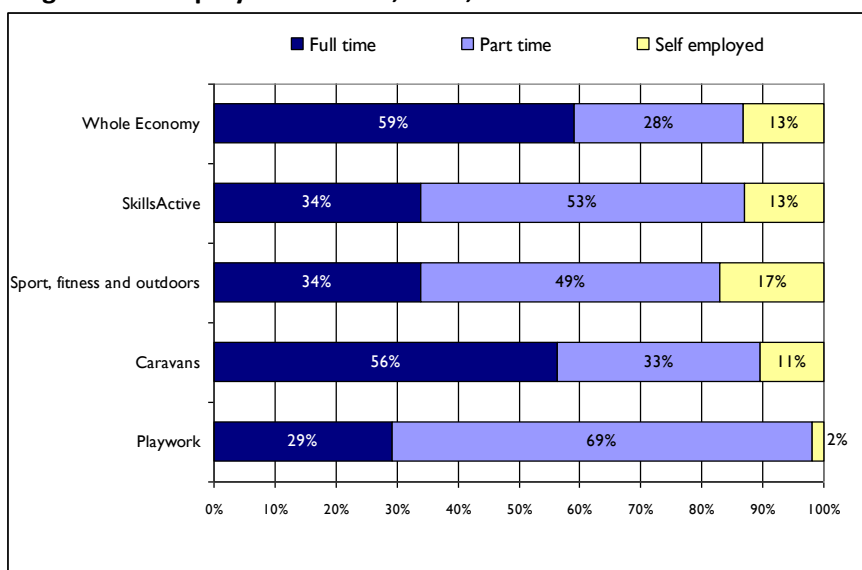
2.7 Employment status

Over half of employment within the UK SkillsActive sector is comprised of part-time employees (53 per cent), this is higher than the 28 per cent found across the whole economy. Conversely, the proportion of full-time employees in the sector is lower than seen across all industries (34 per cent compared to 15 per cent). Self-employment is in line with the UK whole economy average (13 per cent).

The Home Countries follow a broadly similar composition for employment status. The main differences are Scotland where a higher proportion of full-time staff and so does Northern Ireland (due to lower part time employment). In Northern Ireland the self-employed account for 28 per cent of employment, Wales is also slightly smaller than the sector average. Wales has a higher proportion of people working part time.

The playwork sub-sector skews the Active Leisure, Learning and Well-being average due to the prominence of part-time staff that account for 69 per cent of employment.

Figure 2.7: Employment status, 2010, UK sectors

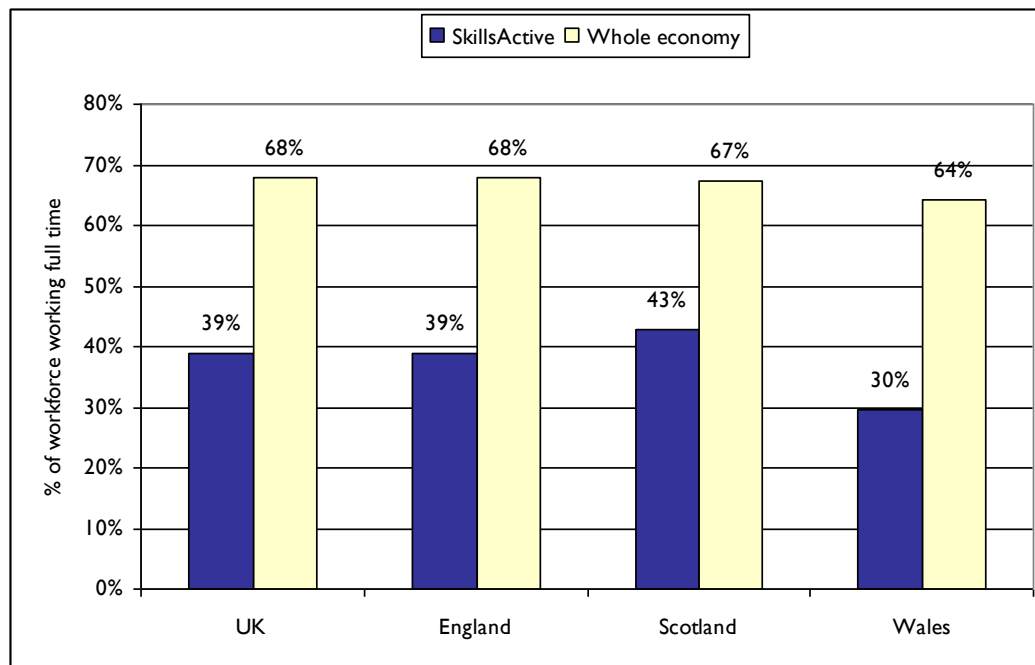


Source: SkillsActive derived from BRES 2010 (employees) and average annual Labour Force Survey 2010 (self-employed).

2.8 Employees

Overall, employees account for around 87 per cent of the total employment across the Active Leisure, Learning and Well-being sector (the same as the whole economy). The proportion of employees that work in a full-time capacity is lower in the sector across each of the home countries compared with the economy as a whole. As noted earlier full-time employees are more important to Scotland and Northern Ireland.

Figure 2.8 a: Full time working of employees, 2010, Home Countries



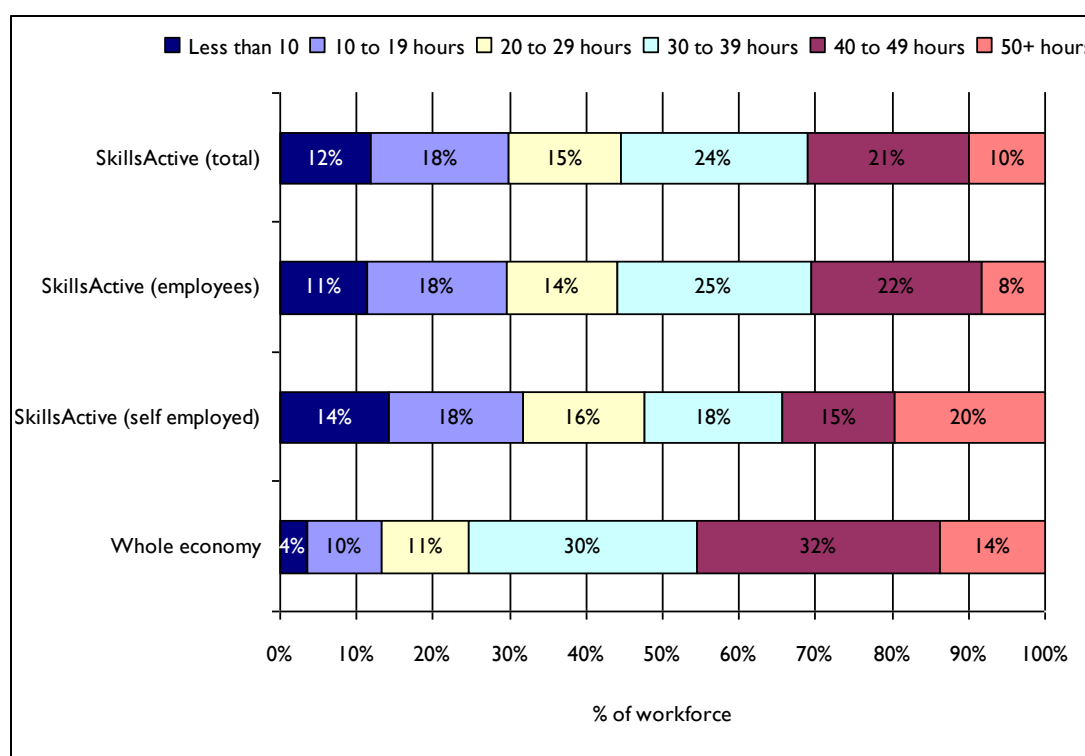
Source: SkillsActive derived from Business Register and Employment Survey 2010 (employees).

2.8.1 Average hours of work

Those working in the SkillsActive sector work an average of 28 hours per week; for employees, this is slightly less (27 hours) whereas this is higher for those that are self-employed (31 hours). Around a third of the total workforce works less than 19 hours per week (30 per cent). Around a quarter of the workforce works 30 to 39 hours per week and a further 22 per cent work between 40 and 49 hours per week. It is important to highlight that 20 per cent of those that are self-employed identify that they work in excess of 50 hours per week compared with just eight per cent of employees.

Figure 2.8.1: Number of hours worked per week - SkillsActive workforce, 2010 -

UK



Source: SkillsActive derived from average annual Labour Force Survey 2010

Playgroup leaders / assistants work a median 16 hours on average (mean 17 hours) compared to 30 hours for all personal service occupations (mean 29 hours).

2.8.2 Seasonal fluctuations in sector employment

Seasonal employment is important for most sub-sectors including holiday playschemes and to some extent sport and recreation. The level of employment within the SkillsActive sector varies from the national average across the course of the year, with fluctuations in employment being more apparent within the SkillsActive sector.

The following figure shows that employment is higher than average in the summer than winter months. There is an apparent retraction of employment in the period of January to March and, in unexpectedly during this year, from April to June. It is important to note that those calendar quarters where increases are recorded are likely to be due to the impact of consumer demand such as the summer and Christmas holidays.

The 2008 Play Wales Workforce Survey⁸ highlights the importance of seasonal employment, showing that around a quarter (26 per cent) of playworkers only worked during the school holidays and a further 18 per cent only worked during

⁸ The 2008 Play Wales Workforce Survey, Melyn Consulting for Play Wales, November 2008

term-time. Further analysis suggests that over a quarter of the workforce were employed for less than 12 weeks of the year.

Along with “seasonal” work, this clearly presents challenges for employers in terms of recruitment and investment in training.

2.9 Volunteers

Volunteers play a key role in the delivery of our sector services, and each home country monitors volunteers across a range of activities. Because of different methods and definitions used in that measurement, it is difficult to produce a UK figure for sector based employees. Our best estimate suggests that there could be in excess of **2.4 million people volunteering** in sector related activities across the UK.

Figure 2.9:: Estimated number of volunteers across the UK

	England	Scotland	Wales	Northern Ireland	UK Estimate
Sport & recreation	1,914,300	192,100	113,000	120,900	2,340,300
Playwork	9,000	1,020	750	70	10,840
The outdoors	52,600	5,250	3,070	680	61,600
Total	1,975,900	198,370	116,820	121,650	2,412,740

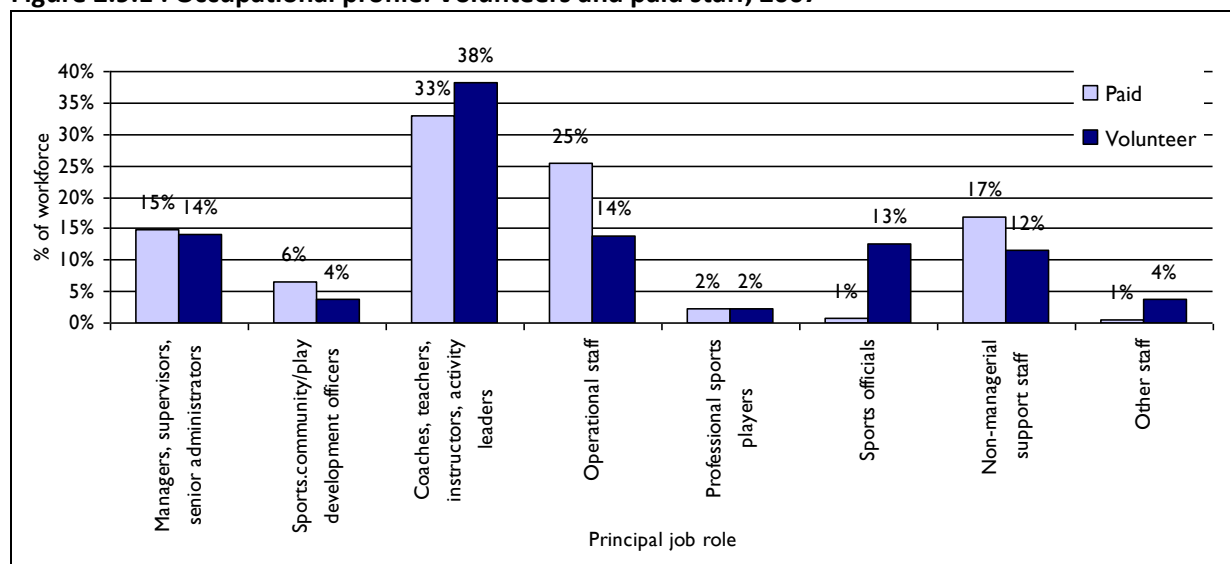
Sources: Sport and Recreation: Active People 4, The Scottish Household Survey 2010, Sport Wales' Active Adults Survey 2008-09 and the Northern Ireland Sport and Physical Activity Survey 2010. Playwork: Childcare and Early Years Providers Survey 2010, proportionate workforce values have been applied to infer the potential size of the Home Country workforce based on Labour Force Survey 2010. Outdoors: UK estimate based on estimates outlined in the UK Outdoors Survey, SkillsActive, proportionate workplace values have been applied to infer home country size. * caution: there may be some overlap with sport volunteers recorded by other sources.

The sports councils in each country also record and analyse sports volunteering, often providing further information on the contribution and profile of sports volunteers. This section summarises the main information contained in each country report.

2.9.1 England

Within the Playwork sector results from the Childcare and Early Years Providers Survey 2010 suggest that there are around 8,700 volunteers working within after school clubs and holiday playschemes. This equates to around six per cent of those operating in these settings. It is important to note that the proportion of volunteers is higher within holiday playschemes where around 7 per cent of the workforce works in a voluntary capacity (approximately 5,800 people). Volunteers account for around four per cent of the workforce operating in after school clubs. The Childcare and Early Years Providers Survey 2010 is however only reflective of registered provision, and thus the actual level of volunteering might be greater.

Figure 2.9.1 : Occupational profile: Volunteers and paid staff, 2007



Source: *National Report Audit of Skill Needs: Sport, Fitness and the Outdoors* (SkillsActive/Sport England 2008) Base: all organisations with paid staff / volunteers (3,301 /4,409)

2.10 Core occupations within the SkillsActive sector

The SkillsActive sector comprises almost 200 specific job roles and encompasses a range of cross sector roles (e.g. cleaning and hospitality roles). SkillsActive has lead responsibility for the following core occupations, account for over half of the SkillsActive workforce (59 per cent).

Figure 2.10.1: Proportion of SkillsActive core occupations, 2010 - UK

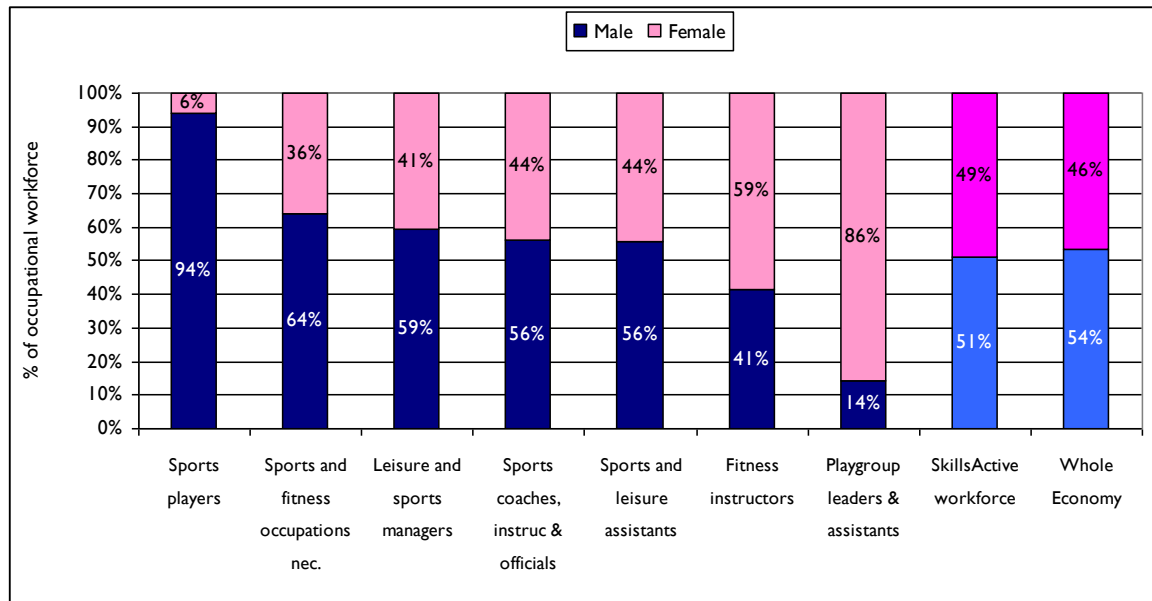
SOC code	SOC description	% of Total workforce
3442	Sports coaches instructors & officials	14%
6123	Playgroup leaders & assistants	11%
6211	Sports and leisure assistants	10%
1225	Leisure and sports managers	10%
3443	Fitness instructors	9%
3441	Sports players	3%
3449	Sports and fitness occupations nec.	2%
Total core occupations		59%

Source: SkillsActive derived from average annual Labour Force Survey 2010

The SkillsActive website offers 46 detailed job profiles in its careers advice section.⁹

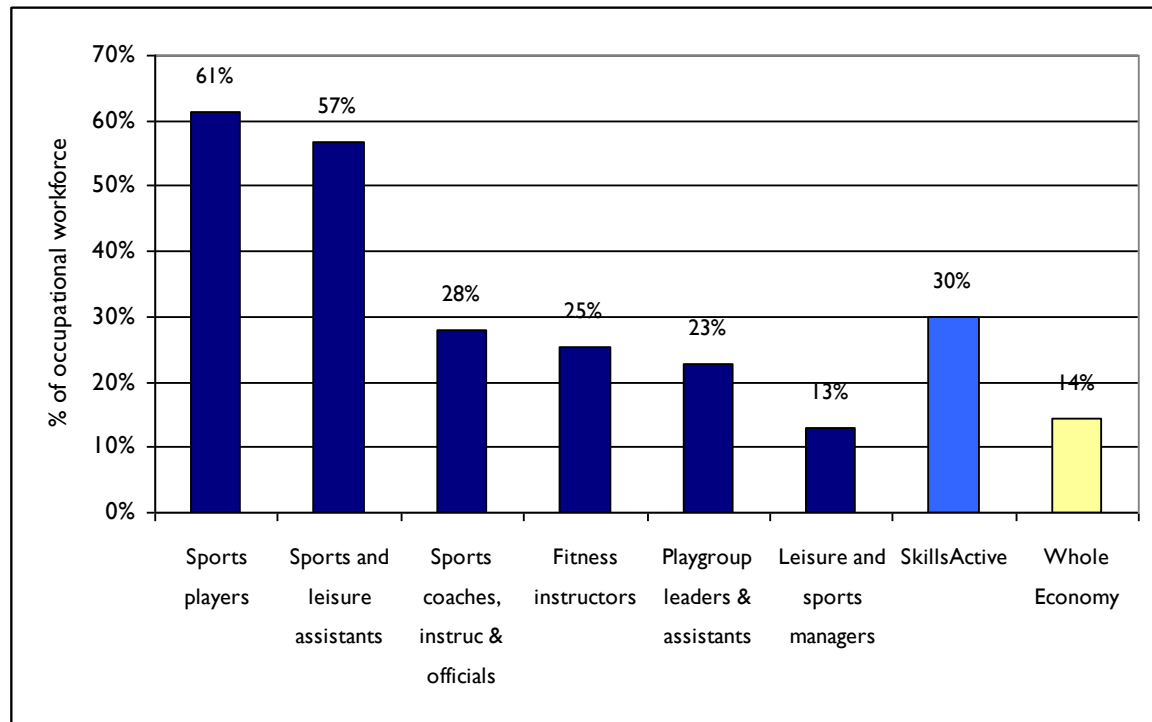
⁹ <http://www.u-xplore.com/online/dsl/skillsactive-2.5/ue.asp>

Figure 2.10.2: Gender profile of core occupations, 2010 - UK



Source: SkillsActive derived from average annual Labour Force Survey 2010.

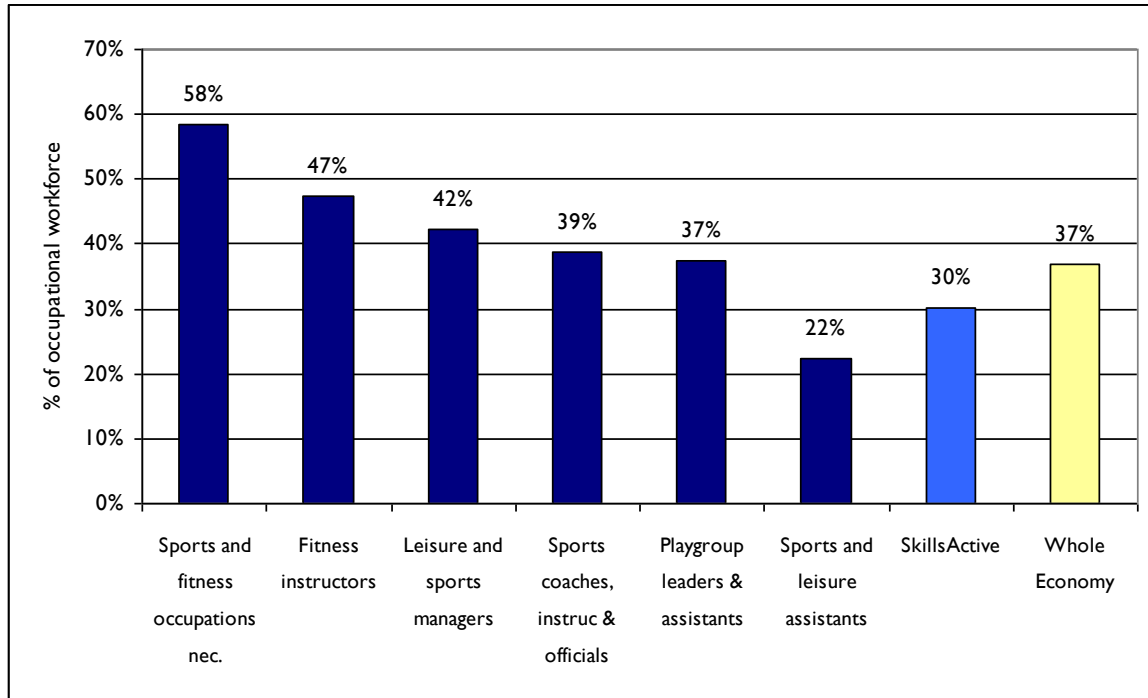
Figure 2.10.3: Proportion of core occupations aged 16-24, 2010 - UK



Source: SkillsActive derived from average annual Labour Force Survey 2010. Please note that core occupational group sports and fitness occupations nec have not been included due to small sample sizes.

Although the sector generally has a lower than average proportion of people qualified to a high skill level (30 per cent compared with 37 per cent respectively), there are a few key occupational exceptions.

Figure 2.10.4: Proportion of core occupations qualified to a high level, 2010 - UK

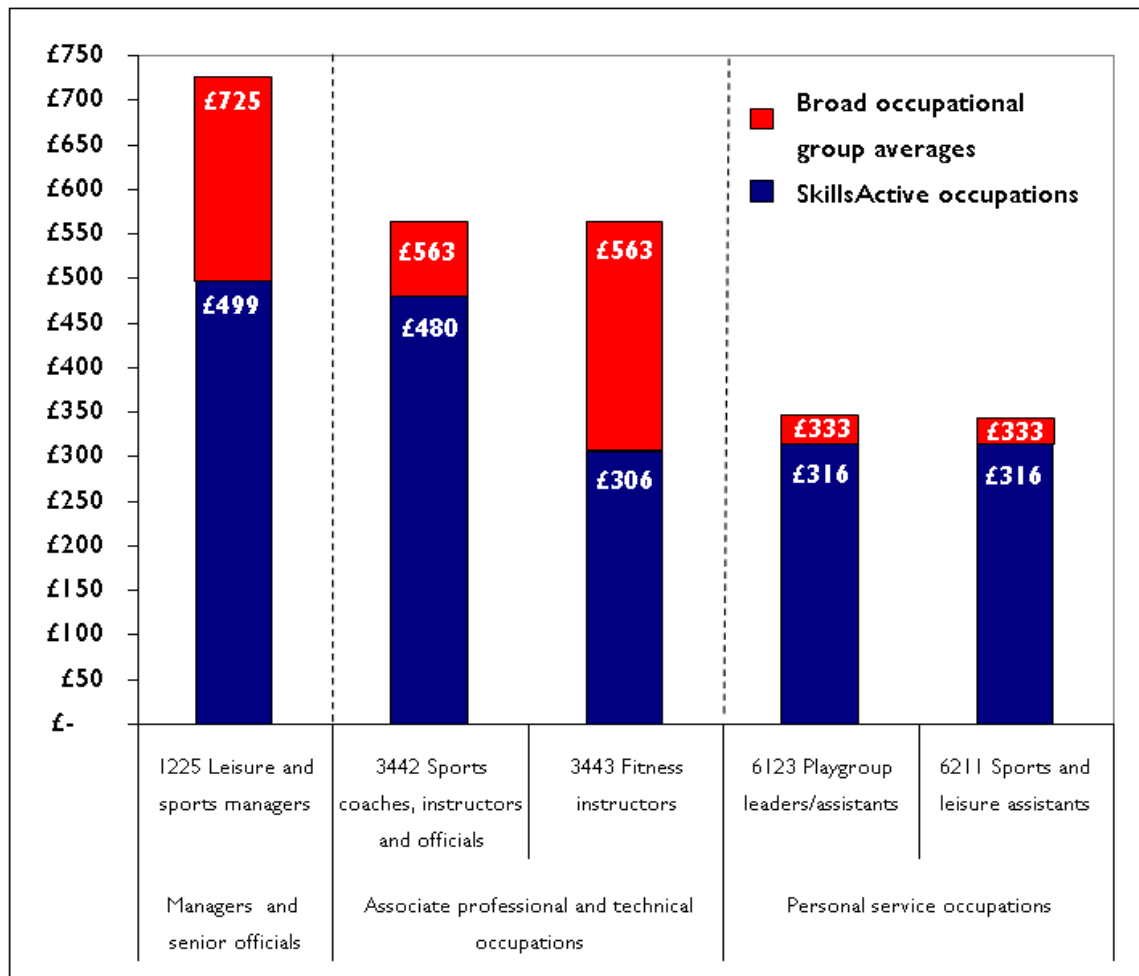


Source: SkillsActive derived from average annual Labour Force Survey 2010. High level is defined as NQF level 4 or above. Please note that core occupational group of sports players has not been included due to small sample sizes.

2.11 Average earnings of the sector workforce

Playgroup leaders / assistants are earning the lowest amount, £15,300, below the group average of £17,000.

Figure 2.11.1 : Median gross full-time weekly earnings by occupations, 2010 - UK



Source: Office for National Statistics Annual Survey of Hours and Earnings 2010

Figure 2.11.2f: Median gross full-time annual, weekly and hourly earnings for occupations in active leisure, learning and well-being, 2010 - UK

	Annual (FT)	Annual % change	Weekly (FT)	Annual % change	Hourly, exc overtime (FT)	Annual % change
All employees – whole economy	£25,900	0.3	£499	2.1	£12.50	1.4
Managers and senior officials	£38,000	1.3	£725	1.7	£18.98	1.9
1225 Leisure and sports managers	£25,300	3.1	£483	0.6	£12.21	2.5
Associate professional and technical occupations	£29,400	0.5	£563	2.1	£14.64	2
344 Sports and fitness occupations	£20,600	x	£398	9.2	£10.71	14.3
3442 Sports coaches, instructors and officials	£23,500	x	£480	10.2	£12.95	15.4
3443 Fitness instructors	£16,000	3.1	£306	-3	£7.84	-0.6
Personal service occupations	£17,000	1.3	£333	2.3	£8.61	1.7
6123 Playgroup leaders/assistants	£15,300	11.2	£316	-6	£7.95	-5.4
6211 Sports and leisure assistants	£16,300	-5.5	£316	-2	£8.00	-0.2

Source: Office for National Statistics Annual Survey of Hours and Earnings 2010

Note: Sports players and sports and fitness occupations not elsewhere classified; estimates are unreliable and cannot be reported. X denotes unreliable estimate.

As the above data suggests, **playwork** as a profession is relatively poorly paid. Playwork People 4 shows the average salary across all job roles in the sector is £8.76. According to the Childcare and Early Years Providers Survey 2010, the average salary of an after-school and holiday worker is £8.65. The difference in the figures is explained by the slight over-representation of managers within our sample survey.

A low level of pay has implications for a number of issues, especially training and qualifications. Research into the potential for a graduate led core of playworkers highlighted this very problem. Many felt that poor pay generally, coupled with the part-time hours available make the playwork sector unattractive to many people looking for a career working with children. People are more likely to choose other parts of the children's workforce unless they have a real passion for working in the playwork sector.

Interestingly, the Central Eltham Youth Project (CEYP) statistics show that a playworker who works in a graduate led setting is likely to earn more than a playworker that works in a setting run by a non-graduate. The average wage in a graduate-led setting is £8.60, whilst for non-graduate-led settings it is £7.70.

2.12 Consumer trends

In **playwork**, there is a growing recognition of the value of free play in children's development with parents wanting their children to enjoy more experiences from a younger age. Safe places to play are a key ask of parents to government.¹⁰ This comes through getting recognition and understanding of the benefits of play (for health, social well-being, education, crime prevention etc.) from parents and government. Parents are becoming more knowledgeable and consequently more demanding about the quality of playwork services and workers. There is also a perception that parents/carers want more opportunity and choice, especially in publicly funded services.

2.13 Legislation and regulation

As mentioned earlier, a significant development in the **playwork** sector (and some **outdoors** centres) has been the introduction of the Early Years Foundation Stage, and the new General Childcare and Early Years Registers which have stringent qualification requirements. This has caused great difficulty for some seasonal settings such as holiday playschemes that often train seasonal staff using short courses. Finding staff with "full and relevant" qualifications to work for a brief period has proved difficult in many situations.

¹⁰ See *More Ball Games*. The Childhood Review, the Conservative Party, February 2008.

3 Current Skills Needs

3.1 Incidence of skills shortages

Skills shortages occur when businesses cannot recruit enough people who are appropriately qualified, skilled or experienced. Skills shortages are deemed to exist when employers have a vacancy which they are finding hard-to-fill and the reasons for it being hard-to-fill are related to shortcomings in the skills, qualifications or experience of applicants.

For the playwork sector, we ask respondents if they have had a vacancy in the 12 months previous to when our survey was being conducted. Just over 7 in 10 employers said that they had, suggesting that the playwork sector has serious recruitment issues¹¹. This compares to forty-four per cent of employers who had vacancies for either full or part time staff at some time during the previous 12 months across all sectors in England¹².

3.2 Recruitment difficulties by occupation

The (National Employer Skills Survey 2009 (NESS) survey provides an insight into the distribution of vacancies amongst occupations. Vacancies in the SkillsActive sectors covered by the NESS survey are concentrated in associate professionals (26 per cent of vacancies), personal service staff (24 per cent) and elementary staff (20 per cent of vacancies). This carries through into hard-to-fill vacancies where these three occupational groups account for the majority proportion; associate professionals account for one third (32 per cent) of hard-to-fill vacancies.

The distribution of vacancies in these areas varies considerably than that for England as a whole, which is not surprising as the distribution reflects the occupational employment distribution in the sector.

¹¹ See Playwork People 4, SkillsActive, 2010.

¹² UKCES Employer Perspectives Survey 2010 (forthcoming)

Figure 3.2.1 a: Occupational area of current vacancies and hard-to-fill vacancies

	SkillsActive		England	
	Total vacancies (%)	Hard-to-fill vacancies (%)	Total vacancies (%)	Hard-to-fill vacancies (%)
Managers and senior officials	6	4	5	5
Professionals	*	*	10	14
Associate professionals	26	32	17	15
Administrative staff	10	9	12	7
Skilled trades	6	10	8	16
Personal service staff	24	26	14	12
Sales and customer service staff	5	3	12	10
Machine operatives	*	*	5	8
Elementary staff	20	15	16	12
Base vacancies				
Weighted	5,683	873	385,680	85,421
Unweighted	919	132	35,310	6,948

Source: National Employer Skills Survey, 2009 Base: all respondents with relevant vacancies

3.3 Incidence of skill gaps

Skill gaps exist when members of the existing workforce are thought to have lower skills than are necessary to meet business or industry objectives, that is, when employers regard some of their staff as not being fully proficient to meet the requirements of their job.

In playwork, six in ten employers in England reported that they have a skills gap in their current workforce, which is significantly above the figure for our other sectors. This would suggest that skills gaps are a significant issue for the playwork sector.

It is evident from this that the volume of skill gaps far exceeds that of recruitment problems, as in other sectors and across nations. This would suggest that there is a need for sufficient emphasis on workforce development to address these gaps as well as looking at skill supply and the quality of entrants into the sector.

The main cause of skill gaps in each case is the fact that the members of staff have been recently recruited or a lack of experience: skill gaps are evidently linked to recruitment.

3.4 Sector specific technical skills

Playwork is a highly skilled profession that enriches and enhances provision for children's play. It takes place where adults support children's play but it is not driven by prescribed education or care outcomes.

SkillsActive's role is to improve the quality and range of play opportunities for children and young people through the professional development of the playwork workforce across the UK, providing those with jobs working with children with training and development resources and opportunities.

Our vision is to ensure 'A skilled, qualified and developing play workforce, whose practice is underpinned by the Playwork Principles, who provide high quality, accessible play opportunities for children and young people'.

Playwork is the profession that facilitates children's play outside the educational curriculum in their childhood and young adulthood years (ages 4-16 years). Playwork takes place where adults support children's play in settings that include:

- after school clubs
- holiday playschemes
- adventure playgrounds
- parks
- play buses
- breakfast clubs

Some professions within playwork may not be fixed to one site, for example play rangers, and children's services managers in local authorities will not work face-to-face with children.

Technical and practical skills are essential to a large proportion of SkillsActive sector occupations for legislative or regulatory reasons. In the case of playwork, Ofsted decide who can provide services and inspect them according to the Early Years Register (EYR), the General Childcare Register (GCR) or the Voluntary Register. While these Ofsted standards inspect settings for care for under eight year olds, it has been accepted as a standard for all playwork provision, even where the age group is over eight. These standards require that a playwork manager should have a level 3 qualification appropriate to the job, together with two years experience. In addition, a minimum of 50 per cent of workers must hold an appropriate industry-specific level 2 qualification (for the GCR) or a qualification accepted by Children's Workforce Development Council (CWDC) (for the EYR) in order to satisfy the requirement that more junior staff are supervised at all times.

The Sector Skills Assessment (SSA) Visioning Workshops with sub-sectors also noted that some employers acknowledge that many employees were dyslexic¹⁸ ¹⁹. Playwork, with its higher qualification levels is probably the exception.

The concept of "core" occupations is essential: the occupations which are mainly responsible for delivering the service, and without whom the sector could not function this is for playwork the Playworker / Activity leader

Qualification currently available in playwork

Playwork

- S/NVQ 2 Playwork

¹⁸ SSA Visioning Workshops with the Outdoors sector, SkillsActive, 2005

¹⁹ SSA Visioning Workshops with Caravan Industry Experts, SkillsActive, 2005

- S/NVQ 3 Playwork
- Certificate in Playwork
- Diploma in Playwork
- Foundation Degree

4. Trends and Developments

4.1 Business Growth

Latest available, official information¹³ for the four nations which SkillsActive believes from its own research is still an under-estimate of the true situation, shows:

- 14,054 Playwork Businesses

Since 1999, there has been a 220 percent growth in Playwork businesses.

In 2006 consumer expenditure in Playwork was estimated at £904 million¹⁴. Although the overall level of confidence in business growth is high

In the skills survey undertaken in 2012, the effect of the current economic situation is clearly having an impact on demand. Increased competition and rising business costs are major concerns to businesses. However, business confidence regarding the future has altered little since the last survey in 2007 and the sector remains buoyant.¹⁵

The playwork industry gross value added (GVA) was £1.8 billion in 2004, which was 0.16% of the whole UK output. The industry makes a significant social contribution towards improving the lives of children, building communities, improving health and education, plus reduces crime.

UK employment in the industry accounts for 23.8% of the active leisure, learning and well-being sector, with a total of 146,700 people employed.

Playwork provision falls into the voluntary, statutory and private sectors. Playworkers are mainly employed by voluntary or charitable organisations and it is estimated that volunteers account for 13% of the workforce. Many playworkers undertake paid as well as voluntary jobs. The workforce is predominately part-time or seasonal. Holiday play settings are the main source of seasonal employment, but turnover is high as a result.

People can start work in the playwork sector without a qualification, but there are regulations in place that govern minimum qualification requirements of staff in some Playwork settings. For example, in England, the Office for Standards in Education (Ofsted) have published Daycare Standards which say that at least half the staff working in a play setting with children aged under eight years must have a relevant Level 2 qualification and that the person in charge must have an appropriate Level 3 qualification.

Typical estimated ranges of pay (2003/2004) are:

£5.00-£7.00 per hour for someone starting with no experience

£6.00-£12.00 per hour for someone with some experience and training (e.g. Level 2/3 qualifications)

£8.00-£15.00 per hour for someone with experience and higher qualifications (Level 4/higher education) who is managing one setting

£13.00-£19.00 per hour from someone with experience (Level 4/higher education) managing more than one setting

¹³ Experian database 2006

¹⁴ Skills Needs Assessment for the Hair and Beauty Sector, October 2007

¹⁵ SkillsActive Employer Skills Survey 2012

42.6 per cent of respondents to the Playwork workforce survey 2007 stated that low pay compared to other industries is a factor that would make them leave the sector.

People working in other capacities, such as development workers are usually paid according to local authority pay scales.

The workforce is predominantly female (87 per cent) and there are less young workers in the sector than in the economy as a whole. This varies significantly by setting as holiday playschemes have a higher proportion of male workers (18 per cent male and 82 per cent female) and a much younger age profile than the industry as whole.

The playwork workforce is predominantly white (91.4 per cent). However, there are regional differences in the ethnic background of playworkers:

- in London, 11.5 per cent are Asian or Asian British, 22.1 per cent Black or Black British, 1.8 per cent Chinese and 7.1 per cent mixed race
- outside of London, the West Midlands has the largest proportion of Asian playworkers (4.0 per cent) and the South West has the largest proportion of Black workers (4.7 per cent)

Playworkers generally have a high level of educational attainment, but their qualifications are not necessarily related to playwork. 50 per cent of playworkers hold entry level training or a Level 2 qualification as their highest qualification in playwork.

Just over one third of employers have a hard-to-fill vacancy because of lack of interest in this type of job, a low number of applicants or unsociable hours. 29 per cent of employers identified a skills gap in their workforce, including: team working; communications; and planning and preparing work.

4.2 Key drivers in the industry:

- increased demand for quality services and staff by parents and carers
- the need for more childcare provision to meet the needs of parents returning to work
- emphasis on early learning
- possibilities of marketing play provision online as access to and fluency in IT improves
- government policy and regulatory frameworks driving developments
- long-term sustainability as funding is problematic

4.3 Future skill needs:

- playwork specific skills and qualifications
- an understanding of the values and principles of playwork.
- business and management skills: specifically, leadership, partnership working, marketing and fundraising
- more staff trained to Level 2 and 3
- higher level qualifications e.g. foundation degrees for senior practitioners

5. Job Roles and Responsibilities

5.1 Playwork Principles

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.

The Playwork Principles were developed by the Playwork Principles Scrutiny Group, convened by Play Wales and adopted by SkillsActive in 2005

5.2 Overview of Main Job Roles and Responsibilities

The table below sets out the main job roles in Playwork against the five levels of competence currently used by the UK Commission for Education and Skills, together with the key work role functions that characterise them.

Description of Competence	Typical Work Role
<p>Playworker</p> <ul style="list-style-type: none"> • Competence which involved the application of knowledge and skills in a significant range of varied work activities, performed in a variety of contexts • Some of the activities are complex or non-routine, and there is some individual responsibility or autonomy • Collaboration with others, perhaps through membership of a work group or team, may often be a requirements 	<p>Playworkers plan, organise and take part in play and leisure activities for 4 to 16 year olds. They work at places like breakfast clubs, after school clubs, mobile play buses and holiday play schemes</p> <p>Skills, interests and qualities</p> <ul style="list-style-type: none"> • a responsible and caring attitude • the ability to get on well with children, parents and carers • awareness of equal opportunities issues • good listening skills • creativity and flexibility • patience and tolerance • the ability to work well as part of a team • awareness of health and safety issues • good organisation skills • energy and a good sense of humour. <p>Activities range from art, crafts, cooking and drama to outdoor games and taking children on outings. Sometimes these are all on the same day.</p> <p>They will normally include:</p> <ul style="list-style-type: none"> • planning activities with the children • providing play areas, materials and equipment • giving children the freedom to spend their leisure time in their own way • encouraging fair and caring behaviour among the children • encouraging independence and self-esteem • talking to children about their concerns or worries • dealing with injuries and emergencies • liaising with parents, carers, and sometimes other professionals • keeping records and looking after petty cash <p>Further training and qualifications could include:</p> <ul style="list-style-type: none"> • Level 2 Award in Paediatric First Aid • Level 2 Award/Certificate/Diploma/SVQ in Playwork (aimed at assistants)
<p>Playworker practitioner/ Playworker in charge</p> <ul style="list-style-type: none"> • Competence which involves the application of knowledge and skills in a broad range of varied work activities, performed in a wide variety of contexts, most of which are complex or non-routine • There is considerable 	<p>Playworker practitioners plan, have some supervisory roles and organise and take part in play and leisure activities for 4 to 16 year olds. They work at places like breakfast clubs, after school clubs, mobile play buses and holiday play schemes</p> <p>A playworker in charge is responsible for a play setting and is responsible for the immediate staff within the setting A playworker in charge will organise and take part in play and leisure activities for 4 to 16 year olds. They work at places such as breakfast clubs, after school clubs, mobile play buses, adventure playgrounds, non-traditional playwork settings</p>

<p>individual responsibility and autonomy</p> <ul style="list-style-type: none"> Control or guidance of others is often required 	<p>and holiday play schemes</p> <p>Skills, interests and qualities</p> <ul style="list-style-type: none"> a responsible and caring attitude the ability to get on well with children, parents and carers awareness of equal opportunities issues good listening skills creativity and flexibility patience and tolerance the ability to work well as part of a team awareness of health and safety issues good organisation skills energy and a good sense of humour. <p>Activities range from art, crafts, cooking and drama to outdoor games and taking children on outings. Sometimes these are all on the same day.</p> <p>They will normally include:</p> <ul style="list-style-type: none"> planning activities with the children sourcing providing play areas, materials and equipment giving children the freedom to spend their leisure time in their own way encouraging fair and caring behaviour among the children encouraging independence and self-esteem talking to children about their concerns or worries dealing with injuries and emergencies liaising with parents, carers, and sometimes other professionals overseeing safeguarding managing staff both paid and unpaid <p>Further training and qualifications could include:</p> <ul style="list-style-type: none"> Level 3 Certificate/Diploma/ SVQ in Playwork (aimed at more senior staff and playgroup leaders).
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Level and Description of Competence	Typical Work Role
<p>Playwork Manager</p> <ul style="list-style-type: none"> Competence which involves the application of knowledge and skills in a broad range of complex, technical or professional work activities Performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy Responsibility for the work of others and the allocation of 	<p>A Playworker operating at Manager level oversees play and leisure activities for 4 to 16 year olds over one or multiple playwork settings. They co-ordinate work at places such as breakfast clubs, after school clubs, mobile play buses, and adventure playgrounds holiday play schemes</p> <p>Skills, interests and qualities</p> <ul style="list-style-type: none"> a responsible and caring attitude the ability to get on well with children, parents and carers awareness of equal opportunities issues good listening skills

<p>resources is often present</p> <p>Playwork Manager Advanced</p> <ul style="list-style-type: none"> • Competence which involves the application of skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts • Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountabilities for analysis, diagnosis, design, planning, execution and evaluation. 	<ul style="list-style-type: none"> • creativity and flexibility • patience and tolerance • the ability to work well as part of a team • awareness of health and safety issues • good organisation skills • energy and a good sense of humour. <p>Key activities a playwork manager would complete will normally include:</p> <ul style="list-style-type: none"> • updating policies and Procedures/ relevant • keep updated on current legislation (including, but not limited to: the Children's Act; Health and Safety legislation; Ofsted guidelines; and National Standards) • keeping and monitor accident, incident and risk assessment records • planning activities with the children • supervise staff and monitor training requirements. • conduct regular staff appraisals, recognising and organising staff training needs, providing opportunities for staff to develop. • organise regular staff meetings and in-house training, ensuring that staff are aware of the National Standards. • motivate staff and to develop teamwork, delegating activities fairly and appropriately • sourcing providing play areas, materials and equipment • giving children the freedom to spend their leisure time in their own way • encouraging fair and caring behaviour among the children • oversee staff and children during activity and refreshment time, allocating duties as necessary and taking part as appropriate. • instigate child-centred play in a structured environment and relaxed atmosphere, • maintaining overall quality of care. • the environment where the children are playing is safe and stimulating. • oversee the planning and preparation of all activities • effectively market the playwork setting overseeing safeguarding • managing staff both paid and unpaid <p>Further training and qualifications could include:</p> <ul style="list-style-type: none"> • Level 4/5 Certificate/Diploma/ SVQ in Playwork
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6. Overview of Career Progression and Development

6.1 Career Entry and Routes

There is no need for any formal qualifications to start as a playworker but employers want to see some experience (paid or voluntary) of working with children or young people.

Experience can be completed in a number of ways, for example by volunteering at an adventure playground group, primary school or holiday play scheme.

6.2 Training and Qualifications

Of these, 45,200 (46 per cent) are enrolled on Playwork courses,

The below qualifications are currently available in the UK for playwork

Title	Ref Num	Level
Understand Relationships in the Play Environment	A/602/1801	Level 3
Understand the principles and theories underpinning playwork provision	A/502/9158	Level 4
Establish and develop working relationships to support children and young people's play	A/502/9192	Level 4
Understand aspects of playwork practice	D/502/7029	Level 3
Understand how to establish and develop working relationships to support children and young people's play	D/502/9167	Level 4
Understanding the learning and development of children and young people	D/601/3285	Level 3
Plan for and support children and young people's self directed play	D/602/1807	Level 3
Promote own organisation in the community	D/602/1838	Level 3
Manage a budget	D/602/1841	Level 3
Work with other organisations, agencies and professionals in a playwork context	F/502/9162	Level 4
Research, design and facilitate possibilities for children and young people's self directed play	F/502/9193	Level 5
Supporting Children and Young People's Play	F/600/9505	Level 2
Contribute to Supporting Disabled Children and Young People in the Play Environment	F/600/9536	Level 3
Understanding how to Promote Play and Learning in the Early Years	F/601/3280	Level 3
Understand Health, Safety and Security in the Play Environment	F/602/1802	Level 3
Understand how to research, design and facilitate possibilities for children and young people's self directed play	H/502/9168	Level 5
Playwork Principles	H/600/9500	Level 2
Developing Own Playwork and Team Practice	H/600/9514	Level 2
Help to Improve Own Practice and the Work of the Playwork Team	H/600/9528	Level 2
Contribute to evaluating, developing and promoting services	H/602/1839	Level 4
Develop and implement procedures to safeguard children and young people	J/502/9163	Level 5
Develop, manage and review operational plans for play provision	J/502/9194	Level 5
Support Work with Parents and Carers in the Play Environment	J/600/9540	Level 3
Understanding the impact of transitional processes on children and	J/601/3281	Level 3

young people		
Understand Playwork Principles	J/602/1798	Level 3
Understand How to Plan for and Support Children and Young People's Self Directed Play	J/602/1803	Level 3
Work with colleagues in a playwork team	J/602/1834	Level 3
Work with colleagues and other partners to develop an organisational framework for play	K/502/9169	Level 5
Contribute to Providing Food and Drink in the Play Environment	K/600/9529	Level 2
Facilitate a Specific Play Opportunity at Children or Young People's Request	K/600/9532	Level 3
Support others in accessing the resources they need to provide play environments	L/502/9164	Level 4
Relationships in the Play Environment	L/600/9507	Level 2
The Safeguarding and Welfare of Children and Young People in the Play Environment	L/600/9510	Level 2
Work with Children and Young People to Create Play Spaces and Support Freely Chosen Self Directed Play	L/600/9524	Level 3
Carry Out Playwork in a School Setting	L/600/9541	Level 3
Understand Children and Young People's Self Directed Play	L/602/1799	Level 3
Contribute to an organisational framework that reflects the needs and protects the rights of children and young people	L/602/1804	Level 3
Engage with parents, carers and families in a play environment	L/602/1835	Level 3
Working within a play environment with children and young people	M/600/9502	Level 2
Support the Travel of Children and Young People Outside the Play Environment	M/600/9547	Level 2
Understand the theories underpinning playwork practice	R/502/7027	Level 3
Understand how to work with colleagues and other key partners to develop an organisational framework for children and young people's play	R/502/9165	Level 4
Reflective Playwork Practice	R/600/9511	Level 3
Understanding the essential role of play in children and young people's personal development	R/601/3283	Level 3
Develop and maintain a healthy, safe and secure play environment for children and young people	R/602/1805	Level 3
Administer playwork provision	R/602/1836	Level 3
Support Relationships in the Play Environment	T/600/9520	Level 3
Support the Development of Playwork Opportunities in the Community	T/600/9534	Level 3
Understand the Organisational Framework for Play	T/602/1800	Level 3
Understand how to develop, manage and review operational plans for play provision	Y/502/9166	Level 5
Health and safety in the Play Environment	Y/600/9509	Level 2
Contribute to the Health, Safety, Security and Welfare of Children and Young People using the Play Environment	Y/600/9526	Level 2
Contribute to the Administration of the Play Environment	Y/600/9543	Level 2
Understanding Children's Rights	Y/601/3284	Level 3
Develop and promote positive relationships in a play environment	Y/602/1806	Level 3
Inclusive play, working with disabled children and young people	Y/602/1837	Level 4
Organise and supervise travel	Y/602/1840	Level 3

SVQ 2 in Playwork at SCQF Level 6	G8WE 22	SVQ 2 at SCQF Level 6
SVQ 3 Playwork at SCQF Level 7 - Structure	GD1V 23 SVQ	SVQ 3 at SCQF Level 7
GD1T 24 SVQ 4 Playwork at SCQF Level 9 - Structure	GD1T 24	SVQ 4 SCQF Level 9 -

<http://www.playscotland.org/wp-content/uploads/assets/Documents/Quality-Play-2006-2011-Scottish-Implementation-Plan-FINAL.pdf>

7. Key Stakeholders

There is a wide range of organisations likely to have an interest in the development of National Occupational Standards for Playwork. SkillsActive recognised the importance of involving these organisations in NOS development and consultation process. The table below sets out the Key Stakeholders under the following headings:

- Professional Bodies
- Sector Skills Councils
- Other Stakeholders

PROFESSIONAL BODIES	ROLE
Play Scotland	<p>Formed in 1998 to support the Child's Right to Play and make children's play rights a reality in Scotland. Membership organisation and registered charity funded by the Scottish Government</p> <p>Play Scotland works to promote the importance of play for all children and young people, and campaigns to create increased play opportunities in the community</p> <p>http://playscotland.org</p>
Play Wales	<p>Play Wales is an independent charity funded by the Welsh Government - their area of charitable remit is Wales.</p> <p>They work to raise awareness of children and young people's need and right to play and to promote good practice at every level of decision making and in every place where children might play.</p> <p>They provide advice and guidance to support all those who have an interest in, or responsibility for providing for children's play so that one day Wales will be a place where there will be recognition and provision for every child's play needs.</p> <p>http://www.playwales.org.uk</p>

Play England	<p>Play England's vision is for England to be a country where everybody can fully enjoy their right to play throughout their childhood and teenage years, as set out in the UN Convention on the Rights of the Child Article 31 and the Charter for Children's Play.</p> <p>http://playengland.org.uk</p>
PlayBoard NI	<p>PlayBoard is an independent charity and the lead organisation for the development and promotion of children and young people's play in Northern Ireland.</p> <p>Since its establishment in 1985, PlayBoard has been committed to supporting children and young people's play through a combination of:</p> <ul style="list-style-type: none"> •Service delivery and development; •Campaigning and lobbying; •Research, evaluation and awareness raising; •Working in partnership with others to put play on the agenda of policy makers and resource providers; and •Promoting best practice in Play and Playwork. <p>A membership organisation, PlayBoard work closely with and provide support to over 100 member groups, all of whom are committed to helping us to achieve the goal of developing quality play opportunities that improve children and young people's lives across Northern Ireland.</p> <p>As a rights based organisation PlayBoard strongly believe that play is an intrinsic aspect of children and young people's lives. PlayBoard works from the premise that play is fundamental to a healthy and happy childhood. Play challenges and informs our understanding of children and young people because it views them as competent and confident human beings.</p> <p>This position is further endorsed by the United Nations Convention on the Rights of the Child (UNCRC, 1989). Article 31 declares:</p> <p>"States Parties recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate fully in cultural life and the arts. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity"</p> <p>http://www.playboard.org</p>

SECTOR SKILLS COUNCILS	ROLE
SkillsActive	<p>SkillsActive is the Sector Skills Council for Active Leisure, Learning and Well-being. Directed by employers, SkillsActive leads the skills and productivity drive across sport and recreation, health and fitness, outdoors, hair and beauty, playwork and caravan industries.</p>

Skills for Care and Development	<p>Skills for Care and Development are the Sector Skills Council for people working in early years, children and young people's services, and those working in social care for adults and children in the UK.</p> <p>They help social workers, care workers and those working in children's services do the best job they can.</p>
Scottish Social Services Council (SSSC)	<p>The Scottish Social Services Council (SSSC) is the regulator for the social service workforce in Scotland. Our work means the people of Scotland can count on social services being provided by a trusted, skilled and confident workforce. We protect the public by registering social service workers, setting standards for their practice, conduct, training and education and by supporting their professional development.</p> <p>http://www.sssc.uk.com/</p>

OTHER STAKEHOLDERS	ROLE
Health and Safety Executive (HSE)	The HSE, together with the Health and Safety Commission (HSC), is responsible for the regulation of almost all the risks to health and safety arising from work activity in Britain. Its mission is to protect people's health and safety by ensuring workplace risk is properly controlled. Local authorities are responsible to HSE for enforcement in offices, shops and other parts of the services sector.
Council for Awards in Care, Health and Education (CACHE)	CACHE are the leading specialist Awarding Organisation for the Care and Education Sector; including Playwork qualifications from Level 2 to Level 5.
City & Guilds	City & Guilds is a long established and internationally recognised Awarding Body, specialising in vocational qualifications. Currently, City & Guilds offers over 500 qualifications, including Playwork qualifications for Level 2 to Level 5, in 28 industry areas and operates more than 8500 centres worldwide.
PEARSONS <i>(formerly Edexcel)</i>	A well-known international Awarding Body based in the UK. It works closely with schools, colleges, universities, employers and training providers to help them deliver both educational and vocational qualifications to more than 2 million learners around the world. Currently, they offer BTEC Level 2 Specialist Award in Playwork qualification.
Scottish Qualifications Authority (SQA)	SQA is an executive non-departmental public body sponsored by the Scottish Government Education Department. It is the national body for Scotland responsible for the development, accreditation, assessment and certification of qualifications other than degrees. SQA offers Playwork at

	Level 2, 3 and 4.
Skills for Care and Development	A Sector Skills Council for people working in early years, children and young people's services, and those working in social care for adults and children in the UK. They help social workers, care workers and those working in children's services do the best job they can.

8. Implications for National Occupational Standards and Qualification Development

8.1 Summary of key implications

Based on the information to hand, several factors become apparent in terms of NOS development:

- The vast difference between the job role between each of the nations
- The different uses of terminology and definitions used across playwork
- Ongoing academic research which is affecting the use of terminology, theories and principles across the sector
- Playwork Principles
- Regulatory criteria in different nations e.g. SSSC Scotland

8.2 Functional map introduction

Updating the existing Functional Maps is the first step in the process of reviewing our National Occupational Standards and NVQ/SVQ qualification structures. This update has been produced as a result of liaisons with Playwork experts and reviewed by the Playwork steering group.

A functional analysis is intended to provide a broad overview of the functions that are needed in order to deliver the key purpose of an economic sector, industry or role. The components that are needed to deliver this key purpose are expressed in terms of generic, broad based work roles, relating to the purpose of the activity rather than specific processes, methods or techniques used to achieve the purpose.

Functional analysis is not a task analysis of a job or a description of the skills and knowledge needed to undertake a particular job role. Nor does it describe the way that functions are carried out in particular environments or workplaces. In practice, individuals are likely to undertake a combination of activities that relate to a range of functions and will have responsibility at different levels in fulfilling functions.

Producing a Functional Map is useful as it acts as a guide or indicator for the development of Standards and ensures that the purpose of an activity is not lost. Therefore, the document acts as a good reference and starting point.

It should be noted there is no one 'right way' to create a Functional Map and there is no one 'correct' Key Purpose Statement. The Functional Map should be created to reflect the most appropriate way to describe the sector as understood by those who are employed in that sector.

8.3 Key stages in defining a functional map

The functional analysis that is presented on the following pages has been taken to four stages of disaggregation.

From the Key Purpose onwards we have asked ourselves the same question: 'What needs to happen for this to be achieved?'

Stage One describes the Key Purpose

Stage Two describes the Key Areas that fulfil the Key Purpose

Stage Three describes the Key Roles that fulfil the Key Areas

Stage Four describes the Functional Groupings that fulfil the Key Roles

- Key Roles describe the main functions that are needed in order to fulfil each Key Area and focus on the purpose of that role
- Functional Groupings describe 'sub-functions' of main Key Role functions

8.4 NOS development process and development of the functional mapping document

The project is to review the NOS for Playwork.
These NOS have not been revised since 2010.

The project was completed between April 2015 and February 2016.

The methodology can be summarised as follows:

- UK wide steering group to meet at the start of the project to agree scope, timeline and activities.
- Desk research and feedback on current NOS collected
- Specialist working groups to work on individual NOS
- UK steering group sign off NOS for consultation
- UK wide electronic consultation and consultation events in each nation
- Results of consultation collated
- UK steering group to consider consultation responses and sign off NOS for submission
- Submission of NOS

This is the normal methodology for SkillsActive NOS projects and works well. It ensures four nation representations on the steering group and wider input from a questionnaire and an event in each nation.

The Playwork NOS review project commenced in April 2015 alongside a detailed project plan being developed by SkillsActive. A communications strategy was also developed to define what information needed to be distributed in what form, to whom and at what points in the project.

During April and May 2015, SkillsActive completed a wide reaching research exercise to determine the landscape and scope of the review. This resulted in a research document being produced to support the functional mapping document.

On 13 April 2015 the first Playwork Steering Group meeting was held to discuss the implementation of the project plans and changes required to the NOS. This included the agreement of the Expert Working Groups (EWG) who would review the NOS and the timing and locations of the meetings.

In excess of 20 EWG meetings were held from May – August 2015 to develop the draft NOS prior to consultation, each meeting was approximately 5 hours in duration. The groups considered the standards in light of the changes within the sector and findings from the research. The group considered the standards in detail and presented their findings as part of the wider consultation.

A second Steering Group WebEx video conference was held on 7 May 2015 to review the functional and occupational map for the playworker role to ensure it met the needs and developments within the sector.

A third Steering Group via WebEx video conference was held on 17 June 2015 to review the functional and occupational map for the Playworker in charge and Playwork Manager role to ensure the functional and occupational mapping document met the needs and developments in the sector.

A fourth Steering Group was held in London on 13 July 2015 to finalise the consultation process and documentation. This included: occupational and functional mapping, the draft NOS completed by the EWG's, the values, skills and behaviours, consultation dates and agreement of the draft NOS and consultation questions.

The wider consultation for the Playwork NOS was completed between August and October 2015. This included specific Focus Groups in each nation and an online survey via Survey Monkey. The online consultation included a short online questionnaire which mirrored the content of the face to face consultation questions, individual extended questionnaires for each of the NOS developed to enable stakeholders to view and comment on individual NOS and a questionnaire on the proposed imported NOS. The Focus Groups were held in England on 14 September (Newcastle upon Tyne), 30 September (London), and Wales on 29 September (Cardiff), 5 October (Llandudno), and Northern Ireland on 22 September, and Scotland on 24 August (Glasgow) and 25 August (Aberdeen). The Focus Groups were well represented with Playworkers from independent settings, community groups, colleges, training providers, awarding organisations, government departments and training providers in attendance

Following the wider consultation, a number of key issues were forcefully raised by the sector:

1. the inclusion of the Playwork Principles within the National Occupational Standards (NOS)
2. the definition of 'play space', 'play environment' and 'play setting'

A key issues report was developed by SkillsActive alongside a supporting letter outlining the role of SkillsActive and the Steering Group within the NOS development process. A copy of this report is submitted with the final NOS alongside the consultation report and occupational and functional mapping report findings.

The key issues report and findings were presented to the Steering Group and on 12 November 2015 via WebEx video conference. All five decisions highlighted on the key issues document were considered by the Steering Group and a clear decision on direction was made and recorded in the minutes.

Alongside the key issues report, the detailed results from consultation were analysed and recommendations were presented to the Expert Working Groups on 3, 12 and 17 November 2015 for further refinement of the NOS.

The sixth Steering Group meeting was held on 17 December 2015 to sign off the final NOS for Draft NOS submission on to the NOS database. The group further reviewed key decisions, NOS timescales for completion and communication plan.

A final seventh Steering Group meeting was held on 29 January 2016 to review the final NOS for submission on to the database. The Steering Group agreed the key definitions and agreed the final key issues relating to the NOS.

Following the wider consultation, a number of key issues were forcefully raised by the sector:

1. the inclusion of the Playwork Principles within the National Occupational Standards (NOS)
2. the definition of 'play space', 'play environment' and 'play setting'
3. the inclusion of a new role the Playwork practitioner

The consultation processes identified that there were different job roles within each of the nations, each having different national guidelines and regulatory requirements.

A new job role and functional map was identified for the role of playwork practitioner and a functional map was developed alongside supporting new National Occupational standards. Key stakeholders completed additional Expert working group in November 2015 which were presented to the Steering group as part of the draft NOS in December 2015.

8.5 Functional Mapping finalised in February 2016

Role:	Key Purpose -key purpose of the sector, occupation or role	Main Function - What needs to happen to achieve the Key Purpose?’	‘What needs to happen to achieve each main function?’	New NOS ref and title	
Playworker (support playworker)	A. Support children’s and young people’s freely chosen, self-directed play	A1. Plan, prepare and support an inclusive setting that promotes children and young people’s freely chosen, self-directed play	A1.1 plan and prepare an inclusive playwork setting	SKAPW50 Create settings that support freely chosen self-directed play	
			A1.2 support freely chosen, self-directed play for all children and young people		
		A2. Prepare and facilitate a specific play opportunities	A2.1 prepare specific play opportunities	SKAPW51 Prepare and facilitate specific play opportunities	
			A2.2 facilitate specific play opportunities		
		B. Health, safety and wellbeing of all uses of the setting where playwork is taking place	B1. Contribute to risk benefit Assessment and undertake Dynamic risk benefit assessment	B1.1 contribute to risk-benefit assessment processes	SKAPW52 Contribute to undertaking risk assessments in the playwork setting
				B1.2 undertake dynamic risk-benefit assessment	
	B2. Contribute to maintaining the health, safety, security and wellbeing of children and young people		B2.1 maintain the health, safety and security of children, young people and others	SKAPW53 Contribute to the health, safety and wellbeing of children and young people in the playwork setting	
			B2.2 support children and young people’s wellbeing		
	B3. safeguarding concerns, protection and support for children and young people		B3.1 identify safeguarding concerns	SKAPW54 Identify safeguarding concerns relating to children and young people in the playwork setting	
			B3.2 contribute to the protection of children and young people		
		B3.3 support children and young people to keep themselves safe			
	C. Develop and maintain relationships in the setting	C1. Contribute to the development and maintenance relationships in	C1.1 work and interact with children and young people	SKAPW55 Contribute to the development and maintenance of relationships with children, young people and others in the	
C1.2 work and interact					

	the setting	with others	playwork setting
	C2. Contribute to the development and maintenance of links and partnerships in the setting	C2.1 communicate with others about your work	SKAPW56 Contribute to the development and maintenance of links and partnerships in the playwork setting
		C2.2. 2. set up and maintain links and partnerships with organisations and others	
D. Contribute to supporting disabled children and young people	D1. Contribute to supporting disabled children and young people	D1.1 plan and prepare for play with disabled children and young people	SKAPW57 Contribute to supporting disabled children and young people in the playwork setting
		D1.2 provide disabled children and young people with opportunities for play	
E. Provide food and drink	E1. Provide food and drink	E1.1 contribute to providing food and drink in the playwork setting	SKAPW58 Provide food and drink in the playwork setting
F. Administration	F1. Contribute to playwork administration	F1.1 process financial transactions	SKAPW59 Contribute to playwork administration
		F1.2 provide and collect information relevant to the playwork setting	
		F1.3 maintain records	
G. Travel of children and young people	G1. Support children and young people when travelling outside the setting	G1.1 support the arrival, travel and departure of children and young people	SKAPW60 Support children and young people when travelling outside the playwork setting
H. Reflect and improve playwork practice	H1. Reflect to improve your own practice and the work of your playwork team	H1.1 reflect on and improve your own and your team's playwork practice	SKAPW61 Evaluate to improve your own practice and the work of your playwork team
I. Playwork in an indoor leisure or entertainment organisation	I1. Support play in an indoor leisure or entertainment organisation	I1.1 support the operations of an indoor leisure or entertainment organisation	SKAPW62 Support play in an indoor leisure or entertainment organisation
		I1.2 support children and young people's parties and other events in an indoor	

			leisure or entertainment organisation	
	J. Playwork in a non-dedicated setting	J1. Establish and facilitate playwork in a non-dedicated setting	J1.1 set up play spaces within a non-dedicated playwork setting	SKAPW63 Establish and facilitate play in a non-dedicated playwork setting
			J1.2 facilitate play in a non-dedicated playwork setting	
	K. Children and young people's wellbeing and care	K1. Develop a positive identity and emotional wellbeing	K1.1. Enable children and young people to assess their social, emotional and identity needs	SKAPW64 (SCDHSC0312) Support children and young people to develop a positive identity and emotional wellbeing
			K1.2. Support children and young people to develop a positive self-image, self-esteem and self-reliance	
			K1.3. Promote children and young people's social, emotional and identity development	
		K2. Support a child with additional support needs	K2.1 Support a child with additional support needs by providing care and encouragement	SKAPW65 (SCDCCLD0209) Support a child with additional support needs
			K2.2 Provide support to help the child to participate in activities and experiences	
			K2.3 Support the child and key people according to the procedures of the setting	
	L. Team work	L1. Contribute to the effectiveness of teams	L1.1 Agree your role and responsibilities within the team	SKAPW66 (SCDHSC0241) Contribute to the effectiveness of teams
			L1.2 Participate effectively as a team member	
			K3.3 Contribute to improving the team's effectiveness	

Playwork Practitioner (A playworker who contributes to running the Playwork setting)	A. Contribute to the running of the playwork setting	A.1 Contribute to development and maintenance of the playwork setting	A1.1 contribute to the development of the playwork setting	SKAPW67 Contribute to the running of a playwork setting		
			A1.2 contribute to the maintenance of the playwork setting			
			A1.3 contribute to the maintenance of health, safety and security in the playwork setting			
		A.2 Contribute to development of policies and procedures	A2.1 contribute to the development and review of the organisational policies and procedures relating to the rights of children and young people	A2.2 facilitate staff awareness of and implement organisational policies and procedures	SKAPW68 Contribute to the development and review of policies and procedures relating to the rights of children and young people	
						A3. Contribute to the developing, supporting and maintaining relationships specific to playwork
		A3.2 contribute to the promotion of services within your playwork setting				
		A4. Contribute to the Implement procedures to safeguard children and young people	A4.1 contribute to and follow procedures to safeguard children and young people	A4.2 contribute to the implementation of policy and procedures to respond to potential bullying	SKAPW70 Contribute to the implementation of policies and procedures to safeguard children and young people within the playwork setting	
			A4.2 contribute to the implementation of policy and procedures to respond to potential bullying			
		Playworker in Charge (A Playworker in charge of a setting)	B. Run the playwork setting	B.1 Manage the setting	B1.1 manage the playwork setting	SKAPW71 Run the playwork setting
					B1.2 manage and maintain the physical resources within the playwork setting	
					B1.3. supervise the maintenance of health, safety and	

Playwork Practitioner/ Playworker in Charge		B2. Implement procedures to safeguard children and young people	security in the playwork setting	SKAPW72 Implement policies and procedures to safeguard children and young people in the playwork setting	
			B2.1 maintain procedures to safeguard children and young people		
			B2.2 implement safeguarding procedures for children and young people		
		B3.3 implement policy and procedures to respond to potential bullying			
		B3. Develop and Review policies and procedures	B3.1 develop and review the organisational policies and procedures to ensure they reflect the needs and protect the rights of children and young people		SKAPW75 Develop and review policies and procedures relating to the rights of children and young people
			B3.2 ensure that staff you are responsible for are aware of and implementing organisational policies and procedures		
	C. Provide leadership within the playwork setting	C1. Lead your team	C1.1 Lead your team	SKAPW73 (CFAM&LBA3) Lead your team	
		C2. Provide leadership in your area of responsibility	C2.1 provide leadership in your area of responsibility	SKAPW74 (CFAM&LBA2 /CFAMLB6) Provide leadership in your area of responsibility	
	D. Staff management within playwork setting	D1. Manage staff	D1.1 recruit playwork staff	SKAPW76 Manage staff in the playwork setting	
			D1.2 reflect on and develop practice		
D1.3 support staff to maintain professional development					
E. Playwork Relationships	E1. Develop and enhance relationships	E1.1 interact with children, young people and others to enhance relationships	SKAPW77 Develop and enhance relationships in the playwork setting		
		E1.2 interact with groups and individuals			

			to enhance relationships	
	F. Playwork Communication	F1 Communicate and promote the playwork being undertaken	F1.1 manage the communication with others about your playwork setting F1.2 evaluate, develop and promote services	SKAPW78 Communicate and promote the work being undertaken in your playwork setting
	G. Work with others external to the playwork setting	G1. Work with others external to the playwork setting	G1.1 establish and maintain links with others G1.2 promote the value of play and playwork to others G1.3 work jointly with others	SKAPW79 Work with others external to your playwork setting
	H. Allocate work within a playwork setting	H1. Allocate work to team members	H1.1 Allocate work to team members	SKAPW80 (CFAM&LDB2) Allocate work to team members
	I. playwork curriculum	I1 Work within the playwork curriculum	I1.1 observe the playwork setting against the playwork curriculum I1.2 evaluate the playwork setting against the playwork curriculum I1.3 make improvements in response to your evaluation	SKAPW81 Work within the playwork curriculum
	J. self-directed play	J1. Analyse, support and plan for self-directed play	J1.1 analyse information on play needs and preferences J1.2 support self-directed play	SKAPW82 Analyse and support self-directed play in line with current playwork theories
	K. Budget management in playwork	K1 Manage a budget	K1.1 Manage budgets	SKAPW83 (CFAM&LEA4) Manage budgets
	L Professional Development in playwork	L1. Maintain and support professional development	L1.1 plan and implement your continuing professional development in playwork L1.2 Support individuals learning and development	SKAPW84 Plan and implement your professional development in playwork SKAPW85 (CFAM&LDC2) Support individuals' learning and

				development
M. Provide specific provision for disabled children and young people	M1. Manage, develop and implement inclusive practice	M1.1 develop and implement inclusive playwork practice	SKAPW86 Facilitate inclusive playwork practice to meet the needs of disabled children and young people	
		M1.2 manage inclusive playwork practices		
N. adventure playgrounds for playwork	N.1 Develop, maintain and facilitate structure building in adventure playgrounds	N1.1 work with tools and materials to design, construct and maintain structures in adventure playgrounds	SKAPW87 Develop, maintain and sustain adventure playgrounds	
		N1.2 support children and young people to create, develop and maintain ownership of adventure playgrounds		
		N1.3 work with children, young people and the local neighbourhood to develop, maintain and sustain adventure playgrounds		
O. open access play opportunities in public places	O.1 Organise and support open access play opportunities in public places	O1.1 identify and promote outdoor public spaces for supporting play	SKAPW88 Organise and support open access play opportunities in public spaces	
		O1.2 make preparations for planning and supporting play		
		O1.3 implement and evaluate self-directed play		
P. playwork in prisons	P.1 Carry out playwork in prisons	P1.1 plan and prepare for children and young people's play in prisons	SKAPW89 Carry out playwork in prisons	
		P1.2 support children and young people's play in prisons		
		P1.3 build relationships relevant to playwork in prisons		
Q. playwork in a specialist services environment	Q.1 Carry out playwork in a specialist services	Q1.1 create play spaces where children and young people can be emotionally	SKAPW90 Carry out playwork in a specialist services environment	

		environment	supported Q1.2 work with others in the specialist services environment to recognise and support the needs of children and young people	
Playwork Manager	A. Contemporary Frameworks within a playwork context	Implement Contemporary Frameworks within a playwork context	A1.1 research and analyse relevant contemporary and key frameworks within the context of playwork A1.2 review, update and implement policy and practice based on analysis	SKAPW92 Implement contemporary frameworks within the context of playwork
	B. Manage playwork provision	B1. Manage, develop and review playwork provision	B1.1 monitor the requirements of the play provision B1.2 manage risk within the play provision B1.3 maintain and improve facilities and services to support the play provision	SKAPW93 Manage, develop and review play provision
	C. operational plans for playwork	C1. Manage operational plans	C1.1 develop, implement and review operational plans for the play provision C1.2 manage change in the play provision	SKAPW94 Manage operational plans for play provision
	D. Playwork organisational framework for playwork	D1. Develop organisational framework	D1.1. research and analyse playwork theory and practice D1.2 evaluate and or revise your organisational framework	SKA95 Develop an organisational framework for playwork that reflects the needs and protects the rights of children and young people
	E. facilitate possibilities for self-directed play	E1. Research, design and facilitate possibilities for self-directed play	E1.1 research and evaluate play behaviours and playwork theories E1.2 design and facilitate possibilities for self-directed play E1.3 facilitate self-	SKAPW96 Research, design and facilitate possibilities for self-directed play

			directed play with children and young people	
F. Secure the facilities and services	F1. Secure the facilities and services required for play provision	F1.1 identify and evaluate facilities and services for play provision	F1.2 negotiate the facilities and services for play provision	SKAPW97 Secure the facilities and services required for play provision
G. Accessing the resources	G1. Support others in accessing the resources they need to provide play environments	G1.1 find out the playwork needs and resources of other organisations and individuals	G1.2 help organisations and individuals to share information on needs and resources	SKAPW98 Support others in accessing the resources they need to provide playwork settings
		G1.3 co-ordinate the provision of playwork resources		
H. Manage and enhance relationships	H1. Manage and enhance relationships specific to playwork	H1.1 work with others to establish and maintain relationships	H1.2 lead and support the work of staff within the playwork setting	SKAPW99 Manage and enhance internal and external relationships specific to playwork
		H1.3 work jointly with other organisations, agencies and individuals		
I. Make decisions	I1. Decision Making in the Playwork setting	I1.1. obtain information for making decisions	I1.2. analyse information to support making decisions	SKAPW100 Make decisions in the playwork setting
		I1.3. advise and inform others about decisions made		
J. Lead practice in safeguarding	J1. Lead practice that promotes the safeguarding	J.1.1 Maintain your own and others' understanding of harm, abuse and safeguarding	J1.2 Lead practices that help to safeguard	SKAPW101 (SCDHSC0044) Lead practice that promotes the safeguarding of children and young

			children and young people from harm or abuse	people
			J.1.3 Lead practices that support the development of relationships that promote safeguarding	
			J1.4 Lead practices that promote the rights, inclusion and wellbeing of children and young people	
			J.1.5 Lead practice that supports children and young people to keep themselves safe	
	K. Recruit, select and retain people	K1. Recruit, select and retain people	K1.1 Recruit, select and retain people	SKAPW102 (CFAM&LDA2) Recruit, select and retain people
	L. Identify individual's learning needs and styles	L1. Identify individual's learning needs and styles	L1.1 Identify individual's learning needs and styles	SKAPW103 (CFAM&LDC1) Identify individual's learning needs and styles
	M. Support individuals' learning and development	M1. Support individuals learning and development	M1.1 Support individuals' learning and development	SKAPW85 (CFAM&LDC2) Support individuals' learning and development
	N. Manage finance	N1. Identify and justify requirements for financial resources.	N1.1 Identify and justify requirements for financial resources	SKAPW104 (CFAM&LEA1) Identify and justify requirements for financial resources
		N2. Obtain finance from external sources	N2.1 Obtain finance from external sources	SKAPW105 (CFAM&LEA2) Obtain finance from external sources
		N3Manage the use of financial resources	N3.1 Manage the use of financial resources	SKAPW106 (CFAM&LEA3) Manage the use of financial resources
	O. Manage conflict	O1. Manage conflict in teams	O1.1 Manage conflict in teams	SKAPW107 (CFAM&LDB8) Manage conflict in teams
		O2.Manage conflict in the broader work environment	O2.1Manage conflict in the broader work environment	SKAPW108 (CFAM&LDD5) Manage conflict in the broader work

				environment
P. effective communication	P1.1. Maintain effective communication systems and practice	P1.1 Model practice that promotes child centered communication systems		SKAPW109 (SCDCCLD0401) Maintain effective communication systems and practice
		P1.2 Adapt your own communication in a range of situations		
		P1.3 Lead the implementation of effective communication systems		
		P1.4 Improve the effectiveness of communication systems		
		P1.5 Ensure effective practice in the use of records or reports for communication		
Q. Lead practice for health and safety	Q1. Lead practice for health and safety in the work setting	Q1.1 Maintain compliance with health, safety and security requirements		SKAPW110 (SCDHSC0042) Lead practice for health and safety in the work setting
		Q1.2 Work in partnership to manage risk to personal safety		
		Q1.3 Work in partnership to develop health, safety and security policies, procedures and practices		
R. Lead practice for children with additional support needs	R1. Lead in the review of policies, procedures and practice for children with additional support needs	R1.1 Review policies, procedures and practice for children with additional support needs		SKAPW111 (SCDCCLD0414) Lead in the review of policies, procedures and practice for children with additional support needs
		R1.2 Co-ordinate planning for individual children		
S. Lead practice for registration and inspection	S1. Lead the revision of policies, procedures and practice for registration and	R1.3 Work in partnership with other agencies and professionals		SKAPW112(SCDCCLD0418) Lead the revision of policies, procedures and practice for
		S1.1 Evaluate policies, procedures and documentation in the light of requirements for registration and inspection		

		inspection	S1.2 Evaluate practice in the light of requirements for registration and inspection	registration and inspection CFAMLC2
			S1.3 Lead changes and development to practice in order to meet registration and inspection requirements	
	V. Encourage innovation	V1. Identify and evaluate opportunities for innovation and improvement	V1.1 Identify and evaluate opportunities for innovation and improvement	SKAPW91 (CFAM&LCA1) Identify and evaluate opportunities for innovation and improvement