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| **Endorsement of Training** | ***Play England logo large*** |

**Introduction**

The concept of endorsement of playwork training was first proposed by the Joint National Committee on Training for Playwork (JNCTP) in the 1970s. In 1994 the ‘Getting Recognition’ consultation report was published, providing evidence of the playwork sector’s desire for an endorsement system. Plans were developed and in 2000 a series of events were held, culminating in a national conference, to present the sector’s wishes to the Department for Education and Employment, Ofsted, the Qualifications and Curriculum Authority and SPRITO (the sport and recreation industry training organization) regarding playwork education and training, which included a system of endorsement. With financial support from SPRITO, regional endorsement committees were established and overseen at national level by the ‘Central Council for Playwork Education’, representing the diverse roles in the sector. Over time, the regional endorsement structure became financially unsustainable and, when SPRITO was awarded a sector skills council license by government and took on the role of endorsement for the ‘active leisure and learning’ sector as a whole, changing its name to SkillsActive, responsibility for the endorsement of playwork training was taken in-house.

While continuing to verbally articulate a commitment to playwork, SkillsActive no longer employs anyone to manage the endorsement process for playwork and has no staff member with an understanding of, or link with, the playwork sector. Play England has a concern that, without the quality indicators which playwork endorsement can offer, training provided for the sector will be substandard and lack the rights-based and principled approach which is essential to the work. This paper sets out an endorsement system for playwork training in England, developed and managed by Play England on behalf of the sector.

**Process**

Training providers interested in seeking endorsement should download this application pack from the training section of the Play England website at [www.playengland.org.uk](http://www.playengland.org.uk). Having read the paperwork and guidance, if training providers wish to progress in gaining endorsement, they should notify Play England of their intended submission date, allowing themselves three months to generate the required evidence. Play England will then send an invoice for the endorsement fee. Providers should complete the paperwork as explained in the guidance notes and submit it electronically to training@playengland.net by the date they have agreed. The endorsement fee should be submitted at the same time as the evidence, and can be sent via BACS or cheque. When you register your interest in submitting, and give us your planned submission date, we will raise an invoice with payment details on it. Submissions cannot be considered by the Play England Endorsement Panel until the fee has been received.

As of 1 April 2019 the fees are as follows:

* £300 to be sent with initial course submission and
* £100 for each additional course submitted

Should the course be unsuccessful on first application, feedback will be provided to help the provider prepare for resubmission. In this case, the full initial fee will be required for the panel to reconsider the course, although if the changes needed are minor, the fee charged will be at the discretion of the Play England Endorsement Panel.

The Play England Endorsement Panel will consider the submission and the chair, or another nominated member, will notify the training provider of their decision, along with feedback, within twelve weeks of submission. All Endorsement Panel members who engage with endorsement have signed a Code of Conduct and Confidentiality Agreement, promising not to plagiarize or share any of the material they read in their endorsement role. Endorsement Panel members will consider the submission in the light of five measures. To successfully gain endorsement, the course will:

* represent good practice in playwork
* make sense and be cohesive
* be based in active learning rather than ‘chalk and talk’
* represent a quality experience for the learners
* be underpinned by the Playwork Principles [[1]](#footnote-1)

In addition, the applicant must provide the relevant appropriate evidence, which is listed in this application form.

Successfully endorsed courses will be listed on the Play England website and the applicant invited to write a brief blog to accompany the text. A ‘Play England endorsed course’ logo will also be provided to be used on course publicity materials, certificates and websites. It should be noted that Play England cannot be held responsible for the delivery of endorsed training, and that endorsement applies solely to the content and structure of the training course. There will be no quality assurance visits made to observe delivery of the course(s) submitted, although this service can be provided on request for an additional fee.

Courses are initially endorsed for three years following which they should be resubmitted in a revised, or if still relevant, in the original form along with the fee. Play England will send a reminder to the training provider six months before endorsement expires, to enable a further submission to be made.

**Quality Standards**

The form that follows asks you to provide information about the course, how it will be delivered and the people who are involved in its delivery. You must complete each section, stating where the information can be found (e.g. Learning Outcomes: on scheme of work in Tutor Materials). It is important that you also map your course to the national occupational standards that are listed in the form, as this enables the panel which is considering your submission to check that the course is relevant for the chosen audience and that it covers useful and relevant topics for their level. You are not required to cover a specific number of units, but as national occupational standards establish a benchmark of competence for the sector, this mapping will demonstrate relevance to the learner and make the level of the training clear.

**Appeal**

Should you be unhappy with the decision of the panel, you should write to [training@playengland.net](mailto:training@playengland.net), stating your reasons for disagreement with the decision. Play England will appoint a third party (someone who has not been involved in the initial decision, usually the Chair of Trustees) to consider the submission and offer an independent decision which will be relayed to you within four weeks of the initial appeal.

***Please complete this form and submit it, electronically, with the supporting evidence requested, to*** [***training@playengland.net***](mailto:XXX.XXX@XXX.XX.X)

**Submission for Endorsement**

[[2]](#footnote-2)Contact Name: Contact Organisation Name:

Contact Postal Address:

Contact Email: Contact Phone Number:

Title and level[[3]](#footnote-3) of training course:

Description of the training[[4]](#footnote-4):

Aim(s) of the course[[5]](#footnote-5):

Learning Outcomes[[6]](#footnote-6):

How will you know that the venue chosen for delivery of this training is accessible to all learners?[[7]](#footnote-7):

Physical resources[[8]](#footnote-8):

Tutors[[9]](#footnote-9):

Organisational Mission Statement, Aims and Objectives[[10]](#footnote-10):

Equality and Diversity Policy and Procedure[[11]](#footnote-11):

Appeals Procedure[[12]](#footnote-12):

Reasonable Adjustment and Learning Support Arrangements[[13]](#footnote-13):

Quality Assurance Policy and Procedure[[14]](#footnote-14):

Learner Handbook[[15]](#footnote-15):

Tutor Materials[[16]](#footnote-16):

Assessment Tools[[17]](#footnote-17):

Certificate[[18]](#footnote-18)

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**National Occupational Standards for Playwork (Feb 2016)**

Please indicate which standards are covered by the course being submitted for endorsement by making a mark against the relevant unit title in the box provided. Please ensure that you only map to the relevant parts in your course. Any areas that you cannot map to can be left blank. There is no requirement to map to a specific number of units.

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| --- | --- | --- |
| Ref No | Title of the NOS Unit | Where Covered? |
| SKAPW50 | Create settings that support freely chosen self-directed play |  |
| SKAPW51 | Prepare and facilitate specific play opportunities |  |
| SKAPW52 | Contribute to undertaking risk assessments in the playwork setting |  |
| SKAPW53 | Contribute to the health, safety and wellbeing of children and young people in the playwork setting |  |
| SKAPW54 | Identify safeguarding concerns relating to children and young people in the playwork setting |  |
| SKAPW55 | Contribute to the development and maintenance of relationships with children, young people and others in the playwork setting |  |
| SKAPW56 | Contribute to the development and maintenance of links and partnerships in the playwork setting |  |
| SKAPW57 | Contribute to supporting disabled children and young people in the playwork setting |  |
| SKAPW58 | Provide food and drink in the playwork setting |  |
| SKAPW59 | Contribute to playwork administration |  |
| SKAPW60 | Support children and young people when travelling outside the playwork setting |  |
| SKAPW61 | Evaluate to improve your own practice and the work of your playwork team |  |
| SKAPW62 | Support play in an indoor leisure or entertainment organisation |  |
| SKAPW63 | Establish and facilitate play in a non-dedicated playwork setting |  |
| SKAPW64 | Support children and young people to develop a positive identity and emotional wellbeing |  |
| SKAPW65 | Support a child with additional support needs |  |
| SKAPW66 | Contribute to the effectiveness of teams |  |
| SKAPW67 | Contribute to the running of a playwork setting |  |
| SKAPW68 | Contribute to the development and review of policies and procedures relating to the rights of children and young people |  |
| SKAPW69 | Contribute to the communication and promotion of work being undertaken in your playwork setting |  |
| SKAPW70 | Contribute to the implementation of policies and procedures to safeguard children and young people within the playwork setting |  |
| SKAPW71 | Run the playwork setting |  |
| SKAPW72 | Implement policies and procedures to safeguard children and young people in the playwork setting |  |
| SKAPW73 | Lead your team |  |
| SKAPW74 | Provide leadership in your area of responsibility |  |
| SKAPW75 | Develop and review policies and procedures relating to the rights of children and young people |  |
| SKAPW76 | Manage staff in the playwork setting |  |
| SKAPW77 | Develop and enhance relationships in the playwork setting |  |
| SKAPW78 | Communicate and promote the work being undertaken in your playwork setting |  |
| SKAPW79 | Work with others external to your playwork setting |  |
| SKAPW80 | Allocate work to team members |  |
| SKAPW81 | Work within the playwork curriculum |  |
| SKAPW82 | Analyse and support self-directed play in line with current playwork theories |  |
| SKAPW83 | Manage budgets |  |
| SKAPW84 | Plan and implement your professional development in playwork |  |
| SKAPW85 | Support individuals’ learning and development |  |
| SKAPW86 | Facilitate inclusive playwork practice to meet the needs of disabled children and young people |  |
| SKAPW87 | Develop, maintain and sustain adventure playgrounds |  |
| SKAPW88 | Organise and support open access play opportunities in public spaces |  |
| SKAPW89 | Carry out playwork in prisons |  |
| SKAPW90 | Carry out playwork in a specialist services environment |  |
| SKAPW91 | Identify and evaluate opportunities for innovation and improvement |  |
| SKAPW92 | Implement contemporary frameworks within the context of playwork |  |
| SKAPW93 | Manage, develop and review play provision |  |
| SKAPW94 | Manage operational plans for play provision |  |
| SKAPW95 | Develop an organisational framework for playwork that reflects the needs and protects the rights of children and young people |  |
| SKAPW96 | Research, design and facilitate possibilities for self- directed play |  |
| SKAPW97 | Secure the facilities and services required for play provision |  |
| SKAPW98 | Support others in accessing the resources they need to provide playwork settings |  |
| SKAPW99 | Manage and enhance internal and external relationships specific to playwork |  |
| SKAPW100 | Make decisions in the playwork setting |  |
| SKAPW101 | Lead practice that promotes the safeguarding of children and young people |  |
| SKAPW102 | Recruit, select and retain people |  |
| SKAPW103 | Identify individual's learning needs and styles |  |
| SKAPW104 | Identify and justify requirements for financial resources |  |
| SKAPW105 | Obtain finance from external sources |  |
| SKAPW106 | Manage the use of financial resources |  |
| SKAPW107 | Manage conflict in teams |  |
| SKAPW108 | Manage conflict in the broader work environment |  |
| SKAPW109 | Maintain effective communication systems and practice |  |
| SKAPW110 | Lead practice for health and safety in the work setting |  |
| SKAPW111 | Lead in the review of policies, procedures and practice for children with additional support needs |  |
| SKAPW112 | Lead the revision of policies, procedures and practice for registration and inspection |  |

***Please complete this form and submit it, electronically, with the supporting evidence requested, to*** [***training@playengland.net***](mailto:training@playengland.net)

1. The Playwork Principles are the basis for the professional and ethical framework for playwork and can be found at <http://www.playwales.org.uk/eng/playworkprinciples> [↑](#footnote-ref-1)
2. Contact details must be those which can be published on the Play England website and used to communicate Play England’s endorsement decision. [↑](#footnote-ref-2)
3. As a general guide, in playwork, level 1 would be considered entry level (equivalent to GSCE grade D-G or 1-3), level 2 (equivalent of GCSE A\*-C or 4-9) would be considered a playworker who is part of a team, and level 3 (A level equivalent) would be the playworker in charge of a setting. [↑](#footnote-ref-3)
4. Include number of hours in total, over how many weeks, intended learners (i.e. beginners, experienced, particular audience), the format (face to face, online, blended learning etc), type of assessment, and anything else which may help us understand how the course will work. [↑](#footnote-ref-4)
5. What is the purpose of the training? What is the course intended to achieve? [↑](#footnote-ref-5)
6. What will the learner be able to do as a result of the training? Outcomes should specify the knowledge and skills which learners will be expected to demonstrate on successful completion e.g. know the procedures for reporting accidents; demonstrate the ability to collect children’s views; articulate the value of play to children. [↑](#footnote-ref-6)
7. Please describe how you will know your venue is accessible to all learners. [↑](#footnote-ref-7)
8. Please describe any specialist equipment required for the training and assessment if this is not listed on the lesson plans submitted. [↑](#footnote-ref-8)
9. Please name all of the people who will be engaged in delivery of the training and explain their role (e.g. trainer, assessor, IQA ) Please also attach to your submission a CV for each person who is involved. All trainers are expected to hold a level 2 or higher teaching qualification or have significant teaching experience; all assessors must hold or be working towards an assessor qualification; all IQAs must hold or be working towards an internal quality assessor qualification. All those involved in the delivery of the training must be suitably experienced and technically competent in their teaching subject. If new tutors are recruited during the endorsed period of three years, their CVs should be sent to the submissions email address. [↑](#footnote-ref-9)
10. The training provider’s mission, aims and objectives should be referenced here and included in the submission. [↑](#footnote-ref-10)
11. The organisation’s policies relating to equal opportunities and valuing diversity should be referenced here and included in the submission. [↑](#footnote-ref-11)
12. The appeals procedure should be referenced here and included in the submission. It should cover how a learner might appeal an assessment decision, the grounds for appeal, and what the outcomes might be. [↑](#footnote-ref-12)
13. Your processes for identifying and supporting learners who have additional needs should be referenced here and sent with your submission. It should clearly state the reasonable adjustments to training and assessment that you can put in place to ensure fair access to learning and assessment. [↑](#footnote-ref-13)
14. The policy should state your intentions regarding ensuring quality and the procedure should describe the steps you will take to ensure training and assessment is quality assured. This section should include information on sampling and recording assessment decisions, how teaching is observed, how development needs are identified, recorded and actioned, and how provision is made for different learner needs. [↑](#footnote-ref-14)
15. The Learner’s Handbook should be referenced here, containing all of the materials the learner will need before the training (e.g. course reading, induction and start dates, maps, policies, pre-course instructions, how learners might access support, complaints procedure, quality assurance), during the training (e.g. information specific to the training, worksheets, learning checks, texts to supplement taught sessions) and at assessment (e.g. what the learner will be assessed on and how, assignment titles, practical tasks and projects which are used as assessment tools). All materials in the learner handbook are expected to be clearly laid out, and grammatically correct with no spelling mistakes. Where appropriate, materials should be referenced (Harvard is the most commonly used) and should include a bibliography. [↑](#footnote-ref-15)
16. This section should reference all of the materials the tutor(s) will use before, during and after the training. These materials should be sent with the submission, and will include application form / pre-course booking form, scheme or work and lesson plans, a learner evaluation form, and a copy of the teaching and learning agreement, if used. [↑](#footnote-ref-16)
17. Please explain the mechanisms you will use, to know if a learner has successfully achieved the course learning outcomes and append examples of these to the submission including any checklists and guidelines for invigilation (e.g. assessments may be practical projects, theoretical assignments such as essays or tests). Assessment criteria should be clear and fit for purpose, and be aligned with marking criteria, to ensure a standardised approach to assessment. [↑](#footnote-ref-17)
18. The certificate presented to learners on achievent of their learning should show the title and length of the course, completion date and the national occupational standard units which the course covers. [↑](#footnote-ref-18)