



**End-Point Assessment**  
Playworker Level 2 (V1.0)  
Support Pack



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## INTRODUCTION

This document sets out the requirements, advice, and guidance for the End-Point Assessment (EPA) of the Playworker Level 2 apprenticeship standard. It is designed for apprentices, employers and training providers involved with the End-Point Assessment of an apprentice studying Playworker Level 2.

An apprentice for Playworker Level 2 should have a minimum of 12 months of learning prior to End-Point Assessment (EPA).

This document is divided into sections covering all the relevant aspects of EPA for Level 2 Playworker.

Should you require any further information other than the guidance in this document, please do not hesitate to contact [admin@nqual.co.uk](mailto:admin@nqual.co.uk)

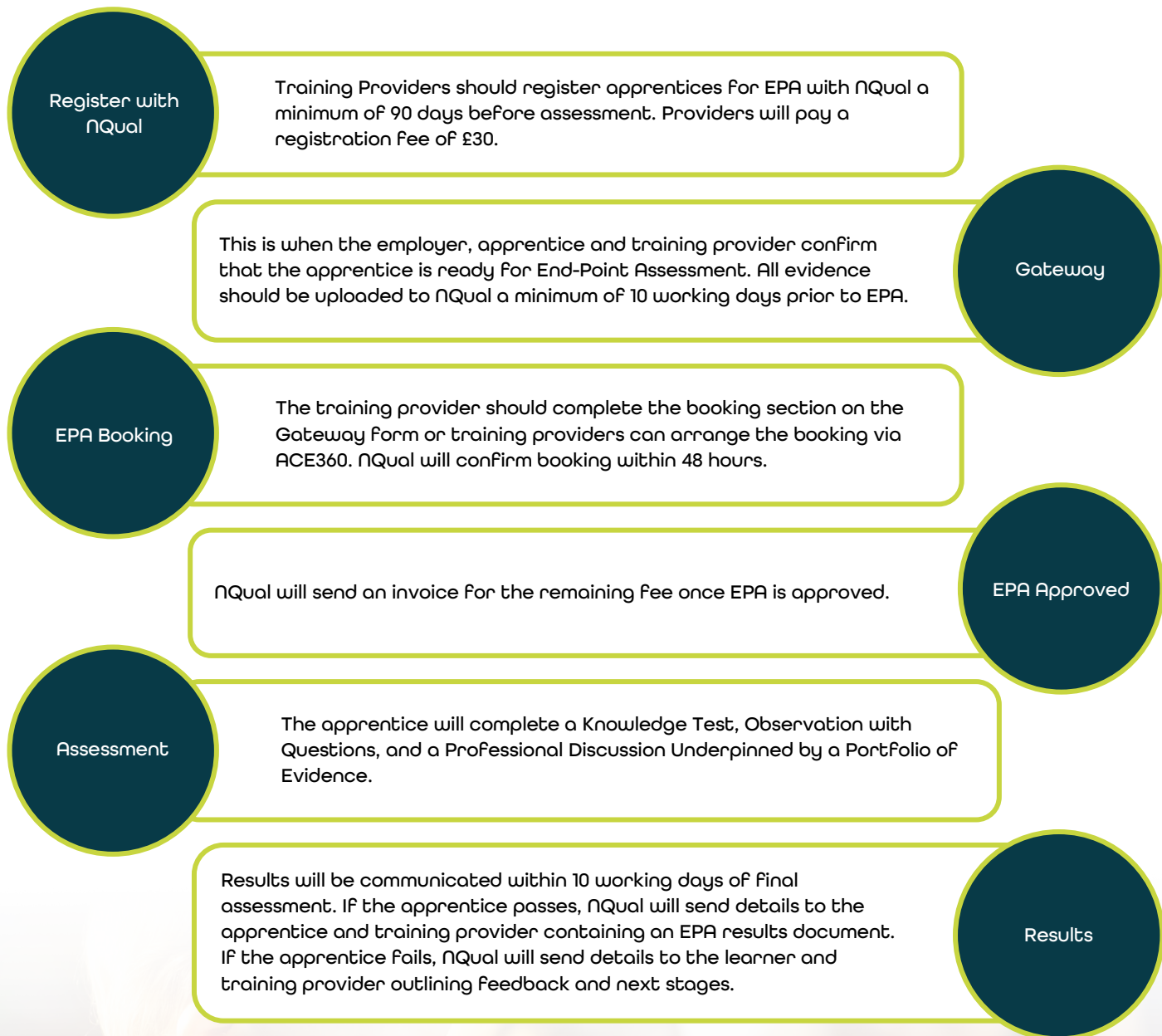
Within this guide, you will find references to End-Point Assessments. This information has been outlined in the Institute for Apprenticeships and Technical Education's, Playworker Assessment Plan. For reference, you can find this document below.

[\*Playworker L2 EPA Plan\*](#)  
[\*\(instituteforapprenticeships.org\)\*](http://instituteforapprenticeships.org)





## EPA TIMESCALE



## GATEWAY

This section outlines the requirements an apprentice must have met in order to be put forward for their End-Point Assessment.

Once the employer is fully satisfied that the apprentice has the knowledge, skills and behaviours set out within this standard, the employer can formally confirm that the apprentice is ready for EPA via Gateway.

Gateway requirements for the Playworker Level 2 apprenticeship outline that the apprentice must have:

- **Achieved English and maths qualifications in line with the apprenticeship funding rules**
- **Completed a Portfolio of Evidence**

The Gateway form must be sent to NQual a minimum of 10 working days before End-Point Assessment is carried out, along with the evidence listed above.

All EPA activity will take place no later than 3 months from Gateway.

You can request the NQual Gateway form by emailing: [admin@nqual.co.uk](mailto:admin@nqual.co.uk)

\*For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.

## PORTFOLIO OF EVIDENCE

Apprentices will have prepared a portfolio during the programme to support the Professional Discussion component.

The portfolio can include written statements, reports, health and safety documentation, company policies and procedures, witness statements of playwork approaches, annotated photographs of playwork approached in practice, a dynamic risk benefit assessment, video clips (maximum total duration 30 minutes). This is not an exhaustive list; other evidence can also be provided.

The portfolio should contain 15 pieces of discreet evidence. A mapping document should be included to show how the evidence meets the required criteria for this part of the assessment.

Although the portfolio will not be directly assessed, it will be used by the End-Point Assessor to prepare questions for the discussion component.

## COMPONENTS OF END-POINT ASSESSMENT

The End-Point Assessment for the Playworker Level 2 apprenticeship standard consists of three assessment methods. These are a Knowledge Test, an Observation with Questions and a Professional Discussion Underpinned by a Portfolio of Evidence. Each is outlined in further detail below.

### Observation with Questions

In the Observation with questions, an independent assessor observes the apprentice in their workplace and asks questions. The apprentice completes their day-to-day duties under normal working conditions. Simulation is not permitted. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

The Observation with Questions must take a total of 3 hours.

The independent assessor can increase the time of the observation with questions by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The Observation with Questions may take place in parts but must be completed within 2 working days. A working day is typically 7.5 hours. The reason for this split is because a safeguarding incident that arises would take priority during the observation period. Where breaks occur, they will not count towards the total assessment time.

During the questioning session, the independent assessor will ask a minimum of 4 set open questions to assess related underpinning knowledge. Questioning can occur both during and after the observation. To remain as unobtrusive as possible, these questions will be asked during natural stops between tasks and after completion of work rather than disrupting the

apprentice's flow. Follow-up questions are allowed where clarification is required.

The independent assessor will be observing the following 4 areas:

- The playworker observing play behaviours.
- The playworker's interactions between a child and a young person
- The playworkers interaction with children and young people to manage risk for themselves
- The playworker creating, resourcing and changing play spaces

These activities provide the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method.

### Professional Discussion Underpinned by a Portfolio of Evidence

The Professional Discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to discuss the KSBs required within this component.

Questioning will focus on the apprentice's understanding of skills and behaviours. The apprentice can use their Portfolio of Evidence to support their responses as necessary.

The Professional Discussion will last for 60 minutes plus 10% if required, with a minimum of 7 questions asked. The portfolio should be submitted during Gateway.

Information presented or discussed within this component will be held confidentially.

Online assessments can be carried out where observations have been provided in written form.

## Knowledge Test

The Knowledge Test will consist of 40 multiple-choice questions. Criteria to be covered in the Knowledge Test can be found in the methods table within this support pack.

The apprentice must answer correctly a minimum of 26 questions out of 40 to achieve a minimum pass grade.

The apprentice will be given 60 minutes to complete the test and must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an Invigilator.

Tests will be delivered online and all tests will be invigilated by a member of NQual. Apprentices will be required to show a piece of photographic ID and complete a 360-room scan.

## END-POINT ASSESSMENT METHODS TABLE

The below highlights criteria that will be covered in each assessment component. Please review these details as it will provide guidance on what will be covered in each assessment component.

Learning Outcomes	What is Required	Professional Discussion Underpinned by a Portfolio of Evidence	Observations with Questions	Knowledge Test
<b>Knowledge</b>				
K1	Playwork theory, The Playwork Principles and introduction to child development.			✓
K2	Active listening and communication techniques to build relationships with children and young people.		✓	
K3	The importance of professional conduct and implementing boundaries in your own practice.			✓
K4	Diversity and inclusion in Playwork settings, including acknowledging and addressing own reactions and likely responses.			✓
K5	Observation and record keeping methods to enhance play and inform future Playwork practice.	✓		
K6	Methods of self and group reflection and how to implement these to enhance play and inform future Playwork practice.	✓		
K7	How to support the development of resilience in children and young people.			✓
K8	Principles of designing stimulating play spaces and how to create and resource them.	✓		
K9	Risk-benefit assessment and the importance of children managing risks for themselves.			✓
K10	Different types of behaviour, why they need to be addressed and when and how to address them.		✓	
K11	Parents and caregivers expectations and how to respond to these.	✓		



K12	Health and safety procedures in the play setting.			✓
K13	How to respond to accidents and different emergency situations (fire, extreme weather, serious injury, common illnesses and infections).			✓
K14	Local and national Safeguarding and Child Protection policies and procedures.			✓
K15	Financial and administrative policy and procedures within open and closed settings.			✓
K16	Basic Food hygiene procedures and practice, taking into consideration cultural and dietary needs and the importance of consuming healthy balanced meals.			✓
K17	Roles and responsibilities in opening, closing, cleaning and tidying the setting.			✓
K18	The importance of recycling, reusing, reducing, repairing and inspiring sustainable attitudes.			✓
K19	Off-site policies and procedures, including trips, visits and residential.	✓		
K20	Professional boundaries of self and other Playworkers' interaction with children.	✓		
K21	How to deal with the individual learning and or behavioural needs of a child.	✓		
<b>Skills</b>				
S1	Observe and reflect on play behaviours.		✓	
S2	Communicate sensitively using relevant language and behaviour.		✓	
S3	Promote diversity and inclusion in Playwork practice.	✓		
S4	Identify ways to remove barriers which can prevent some children and young people playing.		✓	
S5	Undertake reflective observations to improve own practice and the quality of	✓		

	the provision for children and young people.			
S6	Contribute to play audits.	✓		
S7	Promote the value and benefits of play for all children and young people.	✓		
S8	Assist with planning, creating and identifying loose parts to encourage and inspire sustainable practices, including recycling, reusing, reducing and repairing.		✓	
S9	Recognise the benefits of risk taking in play and contribute to dynamic risk-benefit assessment.		✓	
S10	Recognise that children and young people communicate with a range of different types of behaviour and may need Playworker support.		✓	
S11	Support children and young people to understand and manage their emotions, feelings and actions.		✓	
S12	Manage interactions with parents/caregivers professionally.	✓		
S13	Recognise the importance of respecting professional boundaries when lone working or conducting intimate care with children and young people and using social media with children, young people and families.	✓		
S14	Contribute to health and safety checks.		✓	
S15	Follow emergency incidents or common illness/infections policies and procedures, administering first aid and completing records when required.	✓		
S16	Use active listening and communication techniques when interacting with children and young people playing, identifying any potential concerns if they occur.		✓	
S17	Contribute to recording and reporting procedures as required by the play setting.	✓		

S18	Contribute to administrative and financial record keeping.	✓		
S19	Promote healthy eating and an active lifestyle, ensuring specific dietary and cultural needs are met.	✓		
S20	Maintain a clean environment according to local and national policies and procedures.	✓		
S21	Contribute to ensuring security arrangements are followed, such as children's arrival and departures from the setting.		✓	
S22	Work as part of a team to support and supervise children and young people on off-site trips, complying with formal risk assessment of venues visited.	✓		
S23	Apply Playwork approaches in own role, incorporating new and emerging themes.		✓	
S24	Reflect on own practice to create a personal development plan with supervisor.	✓		
S25	Recognise the boundaries of own self and other Playworkers' interaction with children, and when it is necessary to report incidents to the appropriate safeguarding lead and Local Authority Designated Officer – LADO if appropriate when a Playworkers' behaviour towards a child may pose a risk of harm.	✓		
S26	Apply the play work approach depending on the individual need.	✓		
<b>Behaviours</b>				
B1	Work flexibly with an understanding of health and safety to support risk taking in play.		✓	
B2	Work flexibly and adapt to both children and circumstances.		✓	
B3	Take responsibility and show initiative.		✓	
B4	Team-focused, working collaboratively and reflectively with others.		✓	

B5	Behave in a polite and courteous way with a positive attitude.	✓		
B6	Treat people with dignity, respect, and empathy.		✓	
B7	Seek out learning and continuing professional development opportunities.	✓		

## GRADING & CRITERIA

Assessments contained within this plan will result in the apprentice achieving a Fail, Pass, or Distinction. This decision is dependent on whether they have met the standard and its End-Point Assessment criteria. In order to achieve a Passing grade, the apprentice must gain a minimum of a Pass in all components of the End-Point Assessment.

Grading results will be communicated to the apprentice within 10 working days of completion of the final component.

### Assessment Breakdown

Grades allocated for each component will be Fail, Pass and Distinction.

The knowledge test will be marked as follows:

Grading	Minimum Score	Maximum Score
Pass	26	40
Fail	0	25



An apprentice must achieve a minimum of a Pass in all components to achieve overall. The final grade will be decided on the following combinations:

Assessment Methods 1: Knowledge Test	Assessment Methods 2: Observation with Questions	Assessment Methods 3: Professional Discussion Underpinned by a Portfolio of Evidence	Overall Grading
Any grade	Fail	Any grade	Fail
Fail	Any grade	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass
Pass	Distinction	Distinction	Distinction

The Pass and Distinction descriptors can be found in the tables below separated into Observation with Questions and Professional Discussion.

### Grading Descriptors for the Observation with Questions

KSBs	Pass Descriptors	Distinction Descriptors
<b>Playwork Approach to Relationships and Behaviours</b> K2 S4 S16 B6	Uses active listening and communication techniques when interacting with children. Acts with dignity, empathy and respect to build positive relationships when supporting children during play and identifies ways to remove any barriers to young people playing. (K2, S4, S16, B6)	Explains why it is important to remove barriers that may prevent children and young people playing and the consequences if this is not done. (S4)
<b>Behaviour Contexts</b> K10 S10 S11	Shows how they support children to manage their emotions, feelings and actions. (S11) Identifies the different types of behaviour children and young people may communicate with and demonstrates how to support their needs. (K10 S10)	Explains why children communicate different types of behaviours and describes how they adapt their approach in supporting them. (K10, S10).
<b>Play Behaviours</b> S1 B2	Observes and reflects on play behaviours, demonstrates a flexible and adaptable approach to both children and circumstances in responses. (S1, B2)	Responds to the changing shape and nature of the play without leading the play. (S1, B2)
<b>Communications</b> S2	Listens actively to the children as they share information and make requests and communicates sensitively using relevant language and behaviour. (S2)	Explains how to recognise their communication style is not having the expected effect on children and how to

		modify their language to respond to the situation. (S2)
<b>Creating / Resourcing Play Spaces</b> S8 S23 B3 B4	<p>Plans and works collaboratively and reflectively with others to create and identify loose parts for sustainable practices including recycling, reusing, reducing and repairing. (S8, B4)</p> <p>Applies playwork approaches including new and emerging themes and takes responsibility for the changes. (S23, B3)</p>	
<b>The Benefits of Risk Taking</b> S9 B1	<p>Supports children to manage risk for themselves when playing, taking into consideration dynamic risk benefit assessment. (S9, B1)</p>	
<b>Health and Safety</b> S14 S21	<p>Follows procedures in play setting to carry out formal health and safety checks and security arrangements such as those regarding children's arrival and departures. (S14, S21)</p>	<p>Explains the importance of maintaining health and safety of children within the play setting and reflects on their own and others behaviours. (S14, S21)</p>

### Grading Descriptors for the Professional Discussion Underpinned by a Portfolio of Evidence

KSBs	Pass Descriptors	Distinction Descriptors
<b>Playwork Practice</b> K8 K20 K21 S6 S13	<p>Describes a play audit and explains the principles that underpin the design of stimulating play spaces and how to create and resource them. (K8, S6)</p> <p>Describes own responsibilities in relation to professional boundaries, lone working, use of social media and personal care, and how they apply that approach in practice. (K20, S13)</p> <p>Recognises that different children have individual learning and behaviour needs (K21)</p>	<p>Explains the importance of a play audit, how they contribute to it and why this is appropriate to the setting. (S6)</p>
<b>Reflective Observations</b> K5 S5	<p>Describes the methods they use to observe and record children playing and how they reflect on these to inform own playwork practice and improve the quality of playwork provision. (K5, S5)</p>	<p>Explains why they use the methods described to observe and record children playing, and how this can inform future play work practice. (K5, S5)</p>

<p><b>Reflective Practice</b> K6 S24 B7</p>	<p>Explains the different methods of self and group reflection and their benefits, and how these inform future playwork practice. (K6)</p> <p>Describes how they would create a professional development plan after reflecting on their own practice and ways to seek out continual professional development opportunities. (S24, B7)</p>	
<p><b>Advocate For Playwork</b> S7</p>	<p>Explains the importance and value of play in a child's life and how they communicate effectively with adults, colleagues and/or other professionals about the child's right to play. (S7)</p>	<p>Explains how they adapt their advocacy and approaches when promoting the value and benefits of play for all children. (S7)</p>
<p><b>Relationships with Parents and Caregivers</b> K11 S12 B5</p>	<p>Explains how they engage with parents and care givers to determine their expectations and how they manage their interactions to respond to these expectations, with a courteous and positive attitude. (K11, S12, B5)</p>	<p>Explains how they adapt their approach when giving less positive feedback about a child to a parent or caregiver. (K11, S12, B5)</p>
<p><b>Support Health and Wellbeing</b> S19</p>	<p>Explains how they promote a healthy lifestyle and why it is important to meet the needs of children with specific dietary and cultural requirements. (S19)</p>	<p>Explains the consequences of not adhering to providing food that meets children's dietary requirements and cultural needs. (S19)</p>
<p><b>Roles and Responsibilities</b> K19 S15 S17 S18 S20 S22 S25</p>	<p>Describes the correct cleaning procedures and disposal of waste for the different areas in a play setting, such as toilets, kitchens, indoor and outdoor play equipment. (S20)</p> <p>Describes the procedures that should be followed when there is an emergency, incident or accident in the play setting. (S15)</p> <p>Describes their own contribution to recording and reporting information as required by the play setting, including administrative and financial records. (S17, S18)</p> <p>Describes own and team responsibilities in following policies and procedures when supporting children on off site trips. (K19, S22)</p> <p>Works as part of a team recognising the professional boundaries of a playworker to support and protect children. (S25)</p>	<p>Explains why it is important to follow correct recording and reporting policies and procedures in play settings and for offsite trips. (K19, S17)</p>

<p><b>Current and Emerging Playwork Practice</b></p> <p>S3 S26</p>	<p>Describes how they promote diversity and inclusion within their own and others Playwork practice. (S3)</p> <p>Uses the Play work approach to support children's individual needs. (S26)</p>	
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### Re-sit / Re-take

If an apprentice Fails one or more component, they will be offered the opportunity to re-sit / re-take the component(s). It is then up to the apprentice's employer how many attempts an apprentice is given.

The timescale for a re-sit typically takes 2 months and a re-take 4 months (dependent on how much re-training is required). All assessment methods must be taken within a 6-month period, otherwise the entire EPA will need to be resat / retaken.

Where any assessment method must be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of Pass. Re-sits and re-takes are not offered to an apprentice wishing to move from Pass to a higher grade.

## MOCK KNOWLEDGE TEST

It is the responsibility of the employer and training provider to complete a Mock Knowledge Test with the apprentice and to ensure they are ready for their End-Point Assessment.

Apprentices should be allowed no more than 60 minutes to complete their mock assessment.

Practical assessment materials will be given to the training providers on registration of End-Point Assessment.

## MOCK PROFESSIONAL DISCUSSION

It is the responsibility of the employer and training provider to complete Mock Professional Discussions with the apprentice and the responsibility of the apprentice to ensure they have practiced answering questions for their End-Point Assessment.

Professional Discussion materials will be given to the training providers when registering learners with NQual.

A Mock Professional Discussion should take a maximum of 60 minutes.



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nqual.

The background features a dark teal, wavy shape that resembles a stylized mountain range or a series of hills. In the bottom left corner, there is a lime green shape with rounded corners, partially overlapping the teal area.

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