

## Summary of Learning Outcomes

### for Sector-Endorsed Foundation Degree: Playwork

#### Core Learning Outcomes

By the end of the foundation degree the learner practitioner will have acquired relevant information, knowledge, theoretical understanding and developed a commitment to professional ethics, assumptions, values, principles and standards. This will demonstrably inform recorded and observed playwork practice.

#### 1) Playwork and Play Theory and Playwork Practice

- An interdisciplinary approach to play and play work, including approaches deriving from child development, playwork theory and children's rights.
- The relationship between play and playwork theories and legislative and regulative requirements.
- The nature and application of reflective playwork practice.
- The capacity to acquire and keep up to date with information and theoretical developments.

#### 2) The Play Environment

- Making environmental provision for the facilitation of play.
- Working with play and playwork theory, and professional assumptions and values in the play setting.
- Reflective practice in the play environment.
- Understanding of the relevance of growth and development and related transitions to the play environment.

#### 3) The Playing Child and the Practising Playworker

- Planning and programming activities and events.
- Issues of intervention.
- The reflective playworker.
- Playwork theory and praxis.

#### 4) Playwork Values & Ethics and Professional Practice

- The historical and ideological origins of playwork.
- The relevance of play, the play setting and the playworker to the child, his/her carer/parent, family, community and other social contexts.
- Direct knowledge and contact with peer play provisions and relevant playwork networks.

- Professional and personal commitment to playwork values and assumptions as expressed in the National Occupational Standards and contemporary statement of playwork principles.
- Engagement with relevant issues, debate and change.
- Communication Skills.

### **5) Play-Links: Relating And Communicating**

- Observing and understanding relationships between children, in the play setting and with parents/carers and the wider settings of the community, other cultural and institutional settings.
- Group work and team - work and reflective practice.

### **6) Play-Links: Working With Professional Diversity**

- Clear sense of the theoretical and value basis of the professional identity of the playworker.
- An appreciation of the theoretical and value base of related professions, for example, early years, youth, community, health, social work
- Understanding of the geography of organisations comprising the children's workforce.
- Involvement with relevant playwork networks.
- Knowledge of relevant networks in related professions.
- Knowledge of shared and different organisational responsibilities / policies and procedures towards children.

### **7) Contribute to the Management and Development of the Play-Setting**

- Contribute to daily and long-term management of the play-setting
- Operate and contribute to the running of financial systems and fund-raising
- Establish warm and effective relationships with all persons using the play-setting ,e.g. children, staff, volunteers, management.
- Knowledge of the policies and procedures of the play setting, and responsibility individually and collectively for the implementation of legislative and regulatory requirements on a daily and developmental basis.
- Commitment to continuous professional development for self and relevant others in the play setting.
- Have the knowledge base and ICT skills relevant to running a small business.

## **8) Contribute to the Protection of Children from Abuse**

- An appreciation of the relevance of play to identifying abuse.
- Knowledge of indicators of abuse and how to respond appropriately.
- Skills in responding sensitively to disclosures of abuse, and providing relevant support to the child.
- Capacity to find personal/professional sources of support and make relevant provision for others in the setting and related environments affected by the disclosure and subsequent processes and events.

## **9) Uphold and Advocate Children's Rights and Actively Address Issues of Equality & Diversity**

- Knowledge of the UN Convention of Children's Rights and its relevance to play, playwork and the play setting.
- Uphold and promote children's rights through professional practice.
- Understand the origins of anti-discriminatory legislations and their implications for the play setting, particularly those relating to ethnicity, gender, disability and sexual orientation.
- Actively seek to promote opportunities of equality through playwork practice.
- Actively address issues of equality and diversity in all aspects of the play - setting.
- Engage with the tensions arising in theory and practice with regard to a commitment to equality and diversity.

These groupings of learning outcomes are not necessarily sequenced or prioritised and have differential weightings. They do not necessarily represent modules to be delivered. It is anticipated that sector endorsed status may be conferred on a diversity of programmes that include the learning outcomes.

The Common Core of skills, knowledge and competence related to the reform of the children's workforce is embedded in the learning outcomes and includes child and young person development, child protection, communication, supporting transitions, multi agency working, and sharing information.