

SKAPW17 - SQA Unit Code FT5A 04

Develop, manage and review operational plans for play provision



Overview

This unit is about developing an operational plan for the provision of play. It covers developing an operational plan, managing change in the organisation so that you can implement the operational plan, making sure your organisation's values, policies and procedures are put into practice and finally reviewing and updating the operational plan.

The unit is divided into three parts. The first part describes the four things you have to do. These are:

1. develop operational plans for play provision
2. manage change in provision
3. ensure the implementation of your organisation's values, policies and procedures
4. review operational plans for provision

The second part describes the knowledge and understanding you must have

The third gives some examples and explanations of some words we use in this unit

The unit is for you if you have some responsibility for managing service provision in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

Performance criteria

You must be able to:

Develop operational plans for play provision

- P1 make sure your operational plan reflects the strategy, policies and values of your organisation
- P2 clearly set out the targets and outcomes for providing for children and young people
- P3 negotiate responsibility for achieving these targets and outcomes with individuals and teams in your area of responsibility
- P4 allocate resources to each objective in your plan
- P5 identify what changes may be necessary to implement your operational plan
- P6 share your plan with key colleagues and other partners and take account of their feedback

You must be able to:

Manage change in play provision

- P7 make sure that all those involved understand the need for and benefits of proposed changes
- P8 encourage those involved to identify the implications of change
- P9 identify any obstacles to change and work with all those involved to identify and implement ways of overcoming these obstacles
- P10 make sure that individuals and teams in your area of responsibility understand their responsibilities in regard to proposed changes
- P11 negotiate and agree a schedule for change with all those involved
- P12 provide support to those involved in the change process
- P13 monitor progress and keep all those involved informed

You must be able to:

Ensure the implementation of your organisation's values, policies and procedures

- P14 establish ways of communicating values, policies and procedures to colleagues and key partners
- P15 make sure that colleagues and key partners understand your values, policies and procedures and why they are important
- P16 provide an effective role model for your organisation's values, policies and procedures
- P17 monitor the implementation of values, policies and procedures in your area of responsibility
- P18 provide support to individuals and colleagues in your area of responsibility when necessary
- P19 identify and challenge words and behaviour that conflict with agreed values, policies and procedures.

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You must be able to:

Review operational plans for provision

P20 collect information on the implementation of your operational plan

P21 encourage colleagues and key partners to give feedback on your operational plan

P22 analyse all the information and feedback you collect

P23 identify how you could improve your operational plan

P24 share your findings with key colleagues and partners and take account of their feedback

P25 make the necessary improvements to your operational plan. operational plan

Knowledge and understanding

You need to know and understand:

Develop operational plans for play provision

- K1 how the Playwork Principles specifically relate to this unit
- K2 the theory and practice of operational planning in a play work context
- K3 how to identify the key targets and outcomes that an operational plan should address
- K4 the theory and practice of negotiation with work colleagues
- K5 how to identify, quantify and allocate the resources needed to support an operational plan for playwork
- K6 how to identify and obtain resources needed to ensure inclusion of children who traditionally experience barriers to access
- K7 the theory and practice of consultation within your organisation

You need to know and understand:

Manage change in provision

- K8 the theory and practice of change management
- K9 how to communicate issues to do with change to colleagues in your organisation
- K10 the importance of empowering teams and individuals to contribute to the change process
- K11 how to identify and address potential obstacles to change in your organisation
- K12 the typical types of support that playworkers will need during a period of change

You need to know and understand:

Ensure the implementation of your organisation's values, policies and procedures

- K13 the importance of communicating issues to do with policies, procedures and values to colleagues
- K14 how to ensure that colleagues are able to implement policies, procedures and values
- K15 how to model behaviour appropriate to your organisations values, policies and procedures
- K16 types of words, behaviour and actions that would run counter to policies, procedures and values and how to deal with these

You need to know and understand:

Review operational plans for provision

- K17 the theory and practice of monitoring and evaluation in a playwork context
- K18 how to analyse the information you collect and identify areas for improvement
- K19 how to make adjustments to operational plans to take account of your monitoring and evaluation

Additional Information

Scope/range related to performance criteria

1. **targets and outcomes** for
 - 1.1. provision of play spaces
 - 1.2. care and protection
 - 1.3. inclusion
 - 1.4. marketing and promotion
 - 1.5. partnership working

2. **resources**
 - 2.1. people
 - 2.2. finance
 - 2.3. facilities and equipment

3. **those involved**
 - 3.1. children and young people
 - 3.2. parents and carers
 - 3.3. individuals and teams in your area of responsibility
 - 3.4. colleagues
 - 3.5. key partners

4. **changes in**
 - 4.1. provision of play spaces
 - 4.2. care and protection
 - 4.3. inclusion
 - 4.4. marketing and promotion
 - 4.5. partnership working
 - 4.6. responding to behaviour

5. **values, policies and procedures** covering
 - 5.1. nature and benefits of play
 - 5.2. play types
 - 5.3. play resources
 - 5.4. risk and risk management
 - 5.5. strategies for adult intervention
 - 5.6. strategies for care and protection
 - 5.7. strategies for inclusion
 - 5.8. strategies for responding to behaviour
 - 5.9. strategies for managing transitions

6. **operational plans** covering
 - 6.1. provision of play opportunities
 - 6.2. care and protection

- 6.3. inclusion
- 6.4. marketing and promotion
- 6.5. partnership working

Glossary

Children and young people

All children and young people with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics

Inclusion

Ensuring that play provision is open and accessible to all and takes positive action in removing barriers so that all children and young people, including the disabled and those from other minority groups, can participate

Play space

Any area – physical, affective, permanent or transient – that supports and enriches the potential for children and young people's self-directed play. A play environment may consist of one or any number of play spaces

Play resources

Equipment and materials that will stimulate play: natural materials (such as earth, water, sand, clay or wood); construction materials (such as blocks); computer and IT equipment; communication resources (resources to support speaking, listening, reading and writing); 'loose parts' (items that can be moved from place to place, carried, rolled, lifted, piled one on top of the other or combined to create new structures or experiences); real tools (such as carpentry or cooking equipment); bikes, trolleys, swings, climbing structures and ropes; paints, drawing equipment, modelling and fabrics; music, colours, scientific and mathematical equipment (such as clocks and calendars); dressing up materials, mirrors, cameras, videos to enable children to explore their own identity; items or experiences (such as poetry and literature) that allow for reflection about abstract concepts

Play types

Broad categories that describe the way children and young people play. Current research suggests there are fifteen or sixteen play types but these may change in the light of ongoing research. Commonly agreed play types include:

1. symbolic play
2. rough and tumble
3. socio-dramatic play
4. social play
5. creative play
6. communication play
7. dramatic play

8. deep play
9. exploratory play
10. fantasy play
11. imaginative play
12. locomotor play
13. mastery play
14. object play
15. role play

See separate explanations for each of these

Risk

The likelihood of a hazard actually causing harm; this will often be influenced by the age or stage of development of the children and young people involved

Risk management

Following procedures that keep risk to an acceptable level always bearing in mind that children and young people need to experience and learn to manage risk for themselves and that this is an important aspect of their development

Transitions

Children and young people naturally pass through a number of stages as they grow and develop. Often they will also be expected to cope with changes such as movement from primary to secondary school and for children with disabilities or with chronic ill health, from children's to adult services. Such changes are commonly referred to as transitions. Some children may have to face very particular and personal transitions including family illness or the death of a close relative, divorce and family break-up, issues related to sexuality, adoption, the process of asylum, disability, parental mental health and the consequences of crime.

Examples of play types taken from Hughes, B., 2002, A Taxonomy of Play Types. Available via www.playeducation.com

See also: Gordon Sturrock and Perry Else, 1998, The playground as therapeutic space: playwork as healing (known as "The Colorado Paper"), published in *Play in a Changing Society: Research, Design, Application*, IPA/USA, Little Rock, USA.

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