

SVQ in Playwork level 3

Candidate Guidance and Portfolio

Award Code: G84W 23

Candidate name:

Publication code: Z0212

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Section 1 — General information about SVQs

Introducing SVQs

The qualification you are undertaking is a Scottish Vocational Qualification (SVQ).

SVQs are work-based qualifications which assess the skills and knowledge people have and need to perform their job role effectively. The qualifications are designed using national occupational standards.

For each industry sector there is a Sector Skills Council (SSC) which is made up of representatives from the industry or profession and it is the SSC's responsibility to develop the national occupational standards.

These standards define what employees, or potential employees, must be able to do, how well and in what circumstances to show they are competent in their work.

The Sector Skills Council for Playwork is SkillsActive.

Access to SVQs is open to all and you can be assessed either against a particular Unit(s) or against the full SVQ. There are no entry requirements, no prescribed method of delivery, no time constraints for completion or age limits.

SVQs are available at five levels of achievement which reflect the various technical and supervisory skills, knowledge, and experience which employees should have as they progress in their industry.

Who offers SVQs?

An organisation which offers SVQs is called a Centre. This may be a school, college, university, employer, training provider or a combination of these. The Centre has responsibility for the quality of the qualification and is required to work within an awarding body's policies and guidelines.

The Scottish Qualifications Authority (SQA) is your awarding body for this SVQ. This means that we are an organisation approved by government to design qualifications and awards. An awarding body endorses candidates' certificates so that an employer can be sure the qualification has gone through a rigorous and effective assessment process. SQA provides qualifications throughout the world and was formed by the merger of the Scottish Examinations Board (SEB) and the Scottish Vocational Education Council (SCOTVEC).

What is the structure of an SVQ?

All SVQs have a common structure and consist of standards which can be broken down into various parts:

Units and Elements	Units define the broad functions carried out in your particular job and are made up of a number of Elements . Each Element describes a specific work activity which you have to perform and may relate to skills or to the demonstration of knowledge and understanding.
Performance criteria	The level and quality of how you should carry out these activities is determined by a number of statements called Performance Criteria . Performance Criteria are used to judge your competence.
Range/Scope statements	A range statement tells you in what circumstances you must be able to prove your competence and allows you to demonstrate that you can carry out tasks in different circumstances. Items included in the range statements must not be treated as optional. Range statements are also called scope in some National Occupational Standards.
Evidence requirements	The Evidence requirements specify the amount and type of evidence which you will need to provide to your assessor to show that you have met the standards specified in the performance criteria and in all the circumstances defined in the range statements.
Knowledge and understanding	The section on knowledge and understanding states what you must know and understand and how this knowledge applies to your job.

If you are not yet clear about how we define standards — just remember that the standards have been developed by experts within your industry or profession and that all candidates aiming for this particular SVQ are being assessed against the same standards.

You will find an example of an SVQ element overleaf.

An example of an SVQ Element

UNIT: (1) Working safely in an engineering environment

This is the **UNIT** title — it describes a role and task.

Element 1 Comply with statutory regulations and organisational requirements

This is the **ELEMENT** title. It describes part of the main role and task.

Performance Criteria

You must ensure that you:

PERFORMANCE CRITERIA set out the standard of performance you need to demonstrate consistently to claim competence in a particular **Element**.

- 1 Describe your duties and obligations (as an individual) under the Health and Safety at Work Act 1974.
- 2 Comply with Statutory Regulations at all times.
- 3 Comply with organisational safety policies and procedures at all times.

Range

This means you need to cover:

- 1 Relevant sections of the Health and Safety at Work Act 1974 (eg with regard to your duties to work in a safe manner, not to interfere with remove or misuse equipment provided for the safety of yourself and others, not to endanger others by your acts or omissions).

The **RANGE** defines the various circumstances in which you must be able to prove you are competent.

You must cover all of the items in the **range** statement.

Evidence Requirements

The things you must prove that you can do:

You need to demonstrate that you understand your duties and obligations under both statutory regulations and organisational requirements and you can do this by:

- 1 Giving an adequate explanation of the duties and responsibilities of every individual as described in the Health and Safety at Work Act 1974.
- 2 Ensuring that whilst carrying out your work and/or visiting other areas of the working environment you are aware of the specific safety requirements and regulations governing your activities.

Knowledge and Understanding

You must prove that you know and understand:

- 1 The roles and responsibilities of your self and others under the Health and Safety at Work Act 1974.
- 2 The general regulations that apply to you being at work.
- 3 The specific regulations which govern your work activities.

The **KNOWLEDGE AND UNDERSTANDING** Requirements state what you must know and understand and how this knowledge applies to your job.

How are SVQs achieved?

When you consistently meet the standards described in the elements and show that you have the required skills and knowledge across the range, you can then claim that you are *competent* in each Unit. You can claim certification for single Units or whole awards. Your Centre will register your claim to competence through the Awarding Body. The Awarding Body you are registered with for this SVQ is the Scottish Qualifications Authority (SQA).

Scottish Qualifications Authority
The Optima Building
58 Robertson Street
Glasgow
G2 8DQ

The process of gaining an SVQ is flexible and depends on your needs. At the beginning of the process your assessor will review your existing competence in relation to the standards and identify the most suitable SVQ. The level you start at will depend on the type and breadth of your current job role together with your past experience, skills and any relevant prior learning.

To achieve an SVQ, or a Unit of an SVQ, you must:

- ◆ Demonstrate you meet the requirements of the performance criteria by collecting appropriate evidence as specified by the evidence requirements. This evidence is assessed against the national standards by a qualified assessor, who will be allocated to you by your Centre. This will usually be someone who knows you, such as a manager or supervisor.

Evidence may come from:

- ◆ the **accreditation of prior learning** — where evidence relates to past experience or achievements
- ◆ **current practice** — where evidence is generated from a current job role
- ◆ a **programme of development** — where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- ◆ a combination of these

How are SVQs assessed?

Assessment is based on what you can do and involves you, your assessor, an internal verifier and an external verifier — see "Who does what in SVQs" on the following page.

You will be asked to prove you are competent by providing evidence which shows:

- ◆ you can perform all the specified tasks consistently to the required standard (**performance criteria**)
- ◆ you understand why you are doing things (**knowledge and understanding**)
- ◆ you can apply the required skills in different ways (**range**)

Assessment is flexible and you can be certificated for each Unit you successfully achieve, even if you do not complete the full SVQ. There is no set period of time in which you need to complete a Unit. However, you and your assessor should still set target dates for completing each Unit, otherwise your qualification could go on forever. Be realistic though, as there are many factors such as your previous experience, demands within your workplace and an availability of resources which will affect how quickly you are able to achieve the qualification.

Who does what in SVQs?

A number of individuals and organisations have parts to play in SVQ assessment. Their roles have been designed to guarantee fair, accurate and consistent assessment.

	<i>Who are they?</i>	<i>What is their role?</i>
Candidates	The person who wants to achieve the SVQ — in this case, you.	Need to show they can perform to national occupational standards in order to be awarded an SVQ or Unit(s).
Assessors*	An experienced person in the same area of work as the candidate eg supervisor.	Judge the evidence of a candidate's performance, knowledge and understanding against the national occupational standards. Decide whether the candidate has demonstrated competence. Provide guidance and support to the candidate. Assist with planning assessments, giving feedback and recording candidate progress.
Internal Verifiers*	Individuals appointed by an approved Centre to ensure the quality of assessment within the Centre.	Advise assessors and maintain the quality of assessment in a Centre. Systematically sample assessments to confirm the quality and consistency of assessment decisions.
Approved Centres	Organisations approved by awarding bodies to coordinate assessment arrangements for SVQs.	Manage assessment on a day to day basis. Must have effective assessment practices and internal verification procedures. Must meet criteria laid down by awarding bodies and be able to provide sufficiently-competent assessors and internal verifiers.
External Verifiers*	Individuals appointed by the Awarding Body to ensure that standards are being applied uniformly and consistently across all Centres offering the SVQ.	Check the quality and consistency of assessments, both within and between Centres, by systematic sampling. Make regular visits to Centres to ensure they still meet the criteria to deliver SVQs.

* Assessors and internal and external verifiers are required to have occupational expertise in the SVQs which they are assessing/verifying. They must also have, or be working towards, an appropriate qualification in assessment and verification.

What is evidence?

To claim competence for an SVQ unit you need to gather evidence which shows you have met the standards. It is important that your evidence is easily understood so that it can be checked against the standards, by both your assessor, your Centre and the Awarding Body.

Evidence can take many forms including:

- ◆ direct observation of your performance by your assessor
- ◆ products of your work
- ◆ authenticated statement — witness testimony
- ◆ personal statement
- ◆ outcomes from questioning
- ◆ outcomes from simulation
- ◆ case studies
- ◆ assignments or projects
- ◆ Accreditation of Prior Learning (APL) — evidence from the past
- ◆ Reflective Accounts

It is important that your evidence is:

- ◆ **valid** — it relates to the SVQ standard you are trying to prove
- ◆ **authentic** — the evidence, or an identified part of it (eg a report) was produced by *you*
- ◆ **consistent** — achieved on more than one occasion
- ◆ **current** — usually not more than two years old
- ◆ **sufficient** — covers all the performance and knowledge requirements laid down in the standards

Your evidence may be collected through a range of sources, such as employment, voluntary work, training programmes and interests/activities which you perform outside your work. It can also be produced in various formats, eg your own reports; testimonies from colleagues, supervisors or members of the public; projects; models; audio tapes, photographs; videos.

When you first begin your SVQ, you and your assessor should identify all the Units and Elements where you can use **integration of assessment**. Further details about integration of assessment can be found on page 10.

Demonstrating knowledge, understanding and skills

In order to meet the standards, you may also be required to prove knowledge and understanding. Each Unit contains a list summarising the knowledge, understanding and skills a candidate must possess. Evidence of how these have been achieved and applied could be included in the performance evidence as one or all of the following:

- ◆ descriptions of why a particular approach was used
- ◆ personal reports about the learning process
- ◆ reflective reports which include how a theory or principle was applied
- ◆ assessment interviews
- ◆ assessment tests
- ◆ responses to questioning

These should be included in your portfolio.

How will my assessor check I have the knowledge and understanding listed in the standards?

For some Units, it will be clear to your assessor that you have the required knowledge and understanding from how you carry out your work. This is often referred to as *knowledge and understanding apparent from performance*. There will be other occasions though, when your assessor will be unsure if you know why, for example, it is important to give information to clients in certain situations. This could be because your assessor has not had the opportunity to observe all the performance criteria and range during assessment. In these situations, your assessor may wish to assess your knowledge and understanding by asking you some questions. These questions can be given orally or in writing, but will be recorded in your portfolio as evidence.

Your assessor could also check you have the required level of knowledge and understanding by asking you to produce personal statements or to complete a project or assignment.

What if I have previous experience and knowledge and understanding from work and other qualifications?

If you have previous work experience, skills, and knowledge and understanding which you feel is relevant to your SVQ, you should tell your assessor about it. Your assessor may ask you for more proof in the form of letters from previous employers/training providers or details about any courses you have completed.

For example, you may have achieved an HNC in a relevant subject in which case your assessor may feel that you already have some of the knowledge and understanding required for the SVQ.

The process of matching your previous experience and learning is often referred to as the Accreditation of Prior Learning (APL). The purpose of this process is to try and give you some credit towards your SVQ for things you can already do to the national standard. Your assessor judges the evidence available and matches it against the requirements of the SVQ. This means that your assessor should not have to assess you for these things all over again.

However, the success of this process depends on *you* telling *your assessor* what previous work experience or knowledge and understanding you have and how you think it is relevant to your SVQ. The more information you can supply to support your claims, the easier it should be to convince your assessor that you are competent.

When can simulation be used?

Throughout your SVQ, the emphasis is on you being able to carry out real work activities so assessment will normally be carried out in the workplace itself.

There may be times, however, when it might not be appropriate for you to be assessed while you are working. For example your SVQ might require you to carry out emergency or contingency procedures (for safety or confidentiality reasons) or your job role may not cover all aspects of the qualification. In such instances, when you have no other means of generating evidence, **simulation** might be appropriate.

Simulation is any structured exercise involving a specific task which reproduces real-life situations. Care must be taken though to ensure that the conditions in which you are assessed *exactly* mirror the work environment ie it is a **realistic working environment**.

You and your assessor should check the assessment strategy for your SVQ carefully to find out the Sector Skills Council's (SSC's) view of what constitutes a realistic working environment. Some SSC's stipulate the specific elements which are suitable for this approach.

Integration of assessment

It is not necessary for you to have each Element assessed separately — doing so could result in assessment which takes too long and places too great a burden on you and your assessor.

There will be instances when you will be able to use one piece of evidence to prove your competence across different Elements or Performance Criteria. You may even find that evidence is relevant for different Units — this is called **integration of assessment**.

When you first begin your SVQ, you and your assessor will spend time looking at the standards, planning how much time you are both able to devote to the qualification and drawing up an action plan.

At this stage, you should identify any activities which relate to more than one unit or outcome and arrange for the best way to collect a single piece of evidence which satisfactorily covers all the Performance Criteria.

If you are going to integrate assessments, make sure that the evidence is cross-referenced to the relevant Units. Details of how to cross reference your evidence can be found in Section 2 "How to compile your portfolio".

Section 2 — How to compile your portfolio (including worked examples)

General information

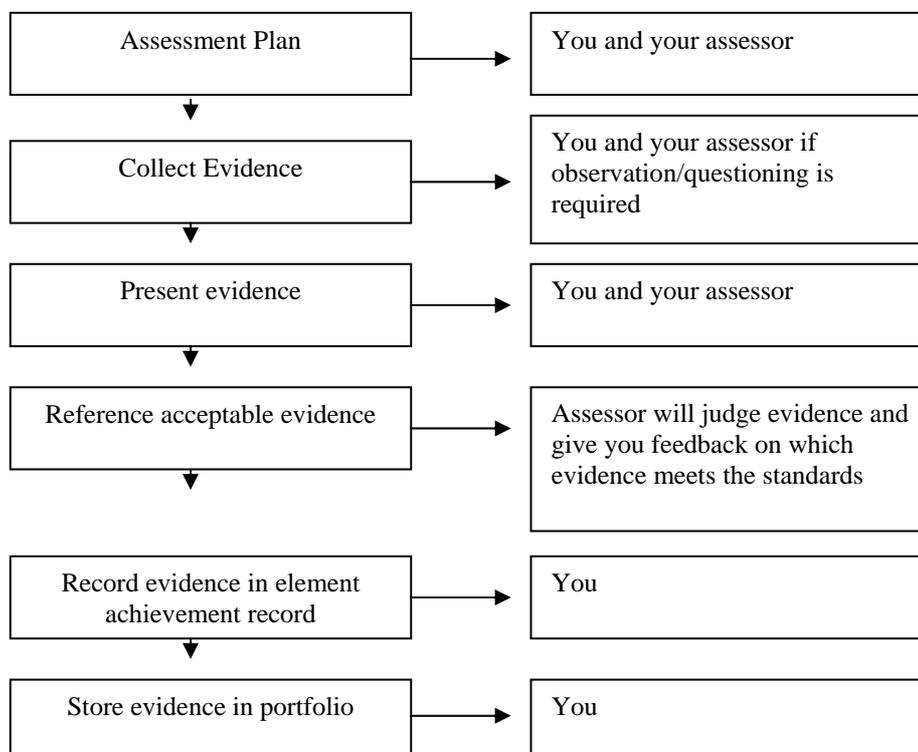
A portfolio, like a log book, is a way of recording evidence of your achievements. It is a collection of different items of evidence which indicates that you have the required skills, knowledge and understanding to support your claim to a qualification.

The production of a well-organised, clearly labelled portfolio which relates each piece of evidence to the relevant outcomes and Performance Criteria requires a careful methodical approach. When your assessor looks through your portfolio, they will find the task of making judgements about your competence much easier if the information in it is presented in a logical sequence.

You will need to present your evidence in a format that is easy to read and in which materials can be added or taken away. This section gives suggestions on how to lay out and present your evidence and includes worked examples. There are also forms and matrices which will assist you to chart your progress through the award.

You do not have to lay out your evidence in the way suggested but you may find it helpful to do so. Each portfolio will be different in content but all should include information about you (the candidate), the organisation where you are undertaking your qualification, the assessor and so on.

Evidence Collection Process



Planning your portfolio

Start by carefully reading through the standards and, together with your assessor, decide which Units you might like to work on first. You do not have to do the Units in order. There may be some Units that relate to tasks which you carry out on a regular basis, therefore making it easier to collect evidence right away. Alternatively, there may be activities in other Units which you only undertake now and again, these can be left until the opportunity arises for you to collect evidence.

Before you start looking for different kinds of evidence and deciding if they should be included in your portfolio, you will find it helpful to plan how you will carry out the tasks and how long they are going to take.

The plan is usually referred to as an “**assessment plan**”. It should be produced in discussion with your assessor and will set out the different stages in developing your portfolio. You will probably want to produce a plan for each Unit.

It is unlikely that you will be able to complete all of the Units straight away and you should therefore think about starting with those Units where you have a lot of experience and in which you work well. You should also remember to identify any opportunities for **integration of assessment**.

We have provided you with a “**Unit progress record**” — see Example 2. Each time you complete a Unit, your assessor should sign and date the relevant section on the form. At this stage, it might be a good idea to check that all your evidence and recording documents have been completed correctly and can easily be located. You can then circle the reference number of that Unit in the checkboxes at the top of the form so that you can see at a glance what stage you are at in your SVQ.

Starting your portfolio

Make sure that you clearly label your portfolio (or disk if you are recording your evidence electronically) with your name together with the title and level of the award.

Your portfolio will need a *title page* and a *contents page*. You should also complete a *Personal Profile* which records details about yourself and your job as well as providing information about your employer, training provider or college. Blank samples of these forms are provided in Section 4.

We recommend that you compile your portfolio in the following order:

Title Page
Contents Checklist
Personal Profile
Unit Progress Record
Completed Element Achievement Records
Index of Evidence
Pieces of evidence
Glossary of terms
Standards

Contents checklist

You might also find it useful to complete the following checklist as you work your way through your portfolio. This will help you to see if you have included all the relevant items. Once you have completed your portfolio, you will be able to use this checklist again as a contents page, by inserting the relevant page or section numbers in the right hand column.

	Completed?	Page/Section number
Title page for the portfolio	<input type="checkbox"/>	
Personal profile		
◆ your own personal details	<input type="checkbox"/>	
◆ a brief CV or career profile	<input type="checkbox"/>	
◆ description of your job	<input type="checkbox"/>	
◆ information about your employer/training provider/college	<input type="checkbox"/>	
Unit Assessment Plans	<input type="checkbox"/>	
Unit progress record	<input type="checkbox"/>	
Completed Element Achievement Records for each unit		
◆ signed by yourself, your assessor and the internal verifier (where relevant)	<input type="checkbox"/>	
◆ Evidence reference numbers included	<input type="checkbox"/>	
Index of evidence (with cross-referencing information completed)	<input type="checkbox"/>	
Evidence (with reference numbers)		
◆ observation records	<input type="checkbox"/>	
◆ details of witnesses (witness testimony sheets)	<input type="checkbox"/>	
◆ personal statements	<input type="checkbox"/>	
◆ products of performance	<input type="checkbox"/>	

Collecting your evidence

All of the evidence which you collect and present for assessment must be relevant to your SVQ. Your assessor will help you choose which pieces of evidence you should include.

We have provided blank forms in Section 4 of this document, which you can photocopy to help you record and present your evidence. Although we have provided you with sample forms, your Centre may have their own recording documents which they would prefer you to use.

Some of these forms eg **observation records** and the **record of questions and answers**, will be completed by your assessor. Other forms (**witness testimonies**) will be used by people other than your assessor to testify that they have observed you doing your job, and there is one for you to complete called a **personal statement**.

Explanations are given below about how and when these forms should be used.

Observation record (Example 5)

The observation record is used by your assessor to record what tasks you have performed and to what standard. There is also a section for your assessor to note which other Units or outcomes are covered by this evidence ('integration of assessment').

The assessor will discuss with you which performance criteria and range you have successfully achieved and give you feedback. This form should then be given a reference number and included in your portfolio as part of your evidence.

Witness testimony (Example 6)

There may be occasions when your assessor is not available to observe you carrying out certain aspects of your job. In such instances, it may be appropriate for another person to comment about your performance by completing a statement called a 'witness testimony'.

Witness testimony should only be used as supporting evidence and should:

- ◆ be provided by a person, not related to you, who is in a position to make a valid comment about your performance eg supervisor, line manager or possibly a client/customer
- ◆ contain comments which specifically relate your performance to the standards
- ◆ be authenticated by the inclusion of the witness's signature, role, address, telephone number and the date

It is unlikely that your assessor would make an assessment decision based on witness testimony alone. They would normally supplement this type of evidence with questioning.

Record of questions and candidate's answers (Example 7)

This form is used to record any questions which your assessor may ask, to establish whether you have the required level of knowledge and understanding associated with each Unit. There is also space on the form for your answers to be noted.

Personal statement Reflective Account (Example 4)

There will be times when you need to put a piece of your evidence in context for your assessor so that they can decide if it is relevant to your SVQ. You can complete personal statements to help you do this — these can relate either to the pieces of evidence or to each outcome or Unit.

For example, you may refer to paperwork which is often used in your organisation to help you pass on information to a colleague. It may not be clear to an assessor why you are communicating to your colleague in this way and a **brief** explanation of the paperwork and why it is relevant to a particular part of your SVQ may be required.

A personal statement might also be used to record your experience of something, such as, how you handled a specific situation. This can be documented in your personal statement and should be a description of what you did, how you did it and why you did it. It will also allow you to include the people who were present and either assisted you or witnessed your actions. This, in turn, might identify who you should approach for 'witness testimony'. In your personal statement you could also refer to product evidence that you have produced (eg reports, notes, completed forms), these can also be included as evidence in your portfolio.

The personal statement can be a piece of evidence in itself and should therefore be included in your portfolio.

Presenting your evidence

It is important to present all of your evidence in a clear, consistent and legible manner. Your assessor will then find it much easier to make appropriate judgements about the quality, sufficiency and currency of the materials you are putting forward for consideration.

It is not necessary to produce all of your evidence in typewritten format — some hand-written pieces of evidence, such as notes, will be perfectly acceptable.

There may also be items of evidence which you cannot physically include in your portfolio. This might be for confidentiality reasons or it could be that something which you have produced as part of your day-to-day work is normally kept in a filing cabinet or stored electronically in a PC.

In compiling your portfolio, we suggest that anything you produce as part of your day-to-day work is kept in its normal location, but those pieces of evidence which have been produced specifically for your SVQ, eg witness testimony statements or personal statements, are filed in your portfolio. However, assessors and verifiers should be able to locate and access your evidence at all times. It is, therefore, very important that you clearly reference every item of evidence.

Referencing your evidence

Your assessor, as well as the internal and external verifiers, will need to find their way around your portfolio, so you should give each piece of evidence a number.

Remember, that where you have used "integration of assessment", you need to give details of all the units and elements which are linked to a specific piece of evidence. The links should be noted on the pieces of evidence themselves as well as on the index of evidence (cross-referencing).

How to complete the Index of evidence (Example 1)

You should complete an *index of evidence* sheet and file it immediately before the actual pieces of evidence in your portfolio.

The index of evidence should be completed by:

- ◆ entering the evidence number in the first column
- ◆ giving a brief description of each piece of evidence in the second column
- ◆ explaining where the evidence can be found in the third column

You must make sure that the information contained in the evidence index is accurate when you give your portfolio to your assessor, particularly in relation to where the evidence can be located.

Completing the Element Achievement Records (Example 3)

There is an Element achievement record for every element within this portfolio. These records have been designed to allow you to record the evidence you have gathered for each element. Each record has boxes across it which represent the performance criteria, range statement, evidence requirements and knowledge and understanding statement, these will differ from element to element so it is important to make sure you are using the right one. Whilst collecting your evidence you should use these grids to display the performance criteria, range, knowledge and understanding and evidence requirement that piece of evidence relates to. In the first box write the evidence index number you have given to that piece of evidence. In the second box give a brief description of the evidence, then tick against the relevant performance criteria, range, evidence requirements and knowledge and understanding.

Worked examples

To give you a clearer picture of how to compile your portfolio, you will find worked examples of the various forms over the next few pages. You should ask your assessor for further advice and support if you are still unsure about how to use the forms and who should complete them.

Index of evidence

(Example 1)

SVQ title and Level: Playwork level 2

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1	Assessors observation record for PW2 Creative play opportunity	Yes	BS
2	Record of questions and answers for PW2 knowledge	Yes	BS
3	Candidate reflective account for PW1/PW2 Cultural and imaginative play opportunity	Yes	BS
4	Witness testimony for C35 Accident	Yes	
5	Candidate reflective account for C35 Accident	Yes	
6	Accident report form	Yes	
7	Care commission registration document	No: in office filing cabinet	

Unit progress record

(Example 2)

Qualification and Level: Playwork Level 2

Candidate: Ashleigh Taylor

To achieve the whole qualification, you must prove competence in **mandatory** units and **optional** units.

Unit Checklist

Circle the reference numbers as you complete each unit. You can then easily see what stage you have reached in your SVQ.

Mandatory	PW1	PW2	PW3	C35	C36	A52
Optional						

Mandatory units

Unit Number	Title	Assessor	Date
PW1	Contribute to Positive Relationships in the Play Environment	<i>Lewis Smith</i>	9/10/02
PW2	Support Children and Young People's Play	<i>Lewis Smith</i>	6/8/02
PW3	Contribute to the Health and Safety of the Play Environment	<i>Lewis Smith</i>	15/9/02
C35	Deal with Accidents and Emergencies	<i>Lewis Smith</i>	12/4/02
C36	Support the Work of Your Team	<i>Lewis Smith</i>	2/11/02

Optional Units

This section of the form is for your assessor to sign each time you successfully achieve a unit.

This page is intentionally blank

Element achievement record

(Example 3)

Unit title: PW2 Support Children and Young People’s Play

Element: 1

Evidence Index No	Description of Evidence	PCs						Areas of Knowledge and understanding									
		1	B2	C3	D4	E5	F67	K5	K6	K7	K8	K9	K10	K11	K12	K13	
1	Assessors observation record	✓					✓										
2	questions							✓					✓				
3	Reflective account				✓	✓	✓										
7																	
8																	

These numbers relate to your Evidence Index and will allow your assessor to find your evidence easily.

Give a brief description of the evidence you are offering for assessment against each performance criteria, range and piece of knowledge and understanding.

As you collect your evidence for assessment you should tick the relevant boxes. There is a box which represents each performance criteria and range in the element.

Candidates should enter which areas of knowledge and understanding that piece of evidence covers.

Unit:

Element:

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: *Ashleigh Taylor*

Date: *3/4/03*

Assessor: *Lewis Smith*

Date: *6/4/03*

Internal Verifier: *Bandeep Shorka*

Date: *15/4/03*

Personal statement/Reflective Account

(Example 4)

Date 2/6/02	Evidence index number 3	Details of statement Account of observation by assessor or my imaginative and cultural play opportunity.	Links to other evidence (enter numbers)	Unit, Elements, PCs covered
		<p>At the beginning of the session I sat down with the children and talked to them about Chinese New Year and the purpose of the dragon. I had some pictures to show them of Chinese children in the dragons costume during a parade. I encouraged the children to ask questions. One of them said that they thought it was silly to dress up as a dragon and why should we have do it if we weren't Chinese. I explained that it is important to look at other cultures and to look at what other children believe in other countries and in our country too. I asked who would be interested in making a dragon costume. Practically all the children wanted to be involved in this. I had brought metres of red material and had a mask. I gave the children the pictures and they began to work out how the dragon would move. All the children wanted to be in it at first so I had to suggest that we look at the pictures to see how many were needed. We agreed that we would have to take turns. I explained that the dragon did a dance. One of the boys said he wasn't going to dance, but another boy said that this was different. I had a tape, so we decided to make up a simple dance for the dragon. One of the girls was struggling so we made it very simple. The children really enjoyed trying to do the dance while still holding onto the material. We had made lanterns the day before so everyone could take part in the parade even if they weren't in the dragon. The children decided where they wanted the parade to go to. I wanted it to be their choice because I wanted them to be fully involved. The parade set off round the playground outside, with all the children taking part. We did the parade three times so that everybody got a turn at being the dragon.</p>		<p>PW2.2 pc 1 Scope a4,5, B2,4,5</p> <p>PW1.2 pc 3,4 PW1.1 pc 3,4,6,8</p> <p>PW1.1 pc 5 PW2.1 pc 7,5</p> <p>PW2.3 pc 4 PW1.2 pc 7</p> <p>PW1.1 pc 9</p> <p>PW2.1 pc 4, 5,7 scope d1.2, PW2 k9, 10</p>

Signed (candidate):

Ashleigh Taylor

Date:

3/6/02

Observation Record

(Example 5)

Unit/Element(s): PW2.1,2 PW3.2, PW1.1,2

Candidate: Ashleigh Taylor

Date of Observation: 3/4/03

Evidence index number: 1

Skills/activities observed:	PCs covered:
<p>Ashleigh involved the children from the start of the creative activity, by asking them what they wanted to achieve and what resources they needed. The activity was well set out and there was lots of creative materials for the children to choose from. She responded to a child who wanted to make a card for her mum. One of the primary one children couldn't cut around the pictures very well, so Ashleigh helped him but also encouraged him to do the straight bits himself. Ashleigh talked to the children throughout the activity and encouraged them to think about their pictures by asking them which would be the best colours, and how they would achieve the look they wanted. During the activity, one of the children snatched the scissors from another child. Ashleigh dealt with this by taking the child who had misbehaved to the side and explained to him that this was a dangerous thing to do. Ashleigh remain clam and at the same time reassured the other children. At half past four, Ashleigh told the children that the parents would be starting to arrive soon, and that they needed to tidy up in five minutes. She encouraged all the children to help with the tidying up. One of the children got the brush out and Ashleigh caught him just in time before he knocked the other children with it. She gave him the hand brush instead and encouraged him to help her. When the parents began to arrive Ashleigh chatted to one of the mums about the picture her child had made for her that day, and explained that she had spent a lot of time and effort making it. Ashleigh was relaxed and friendly to the parents.</p>	<p>PW2.1, pc 1 PW2.2 pc 4, scope a3 PW2.1 pc 6, scope 3,4 PW2.2 pc 4, PW1.1 pc 5,6 PW1.1 pc 9, PW2.1 pc 5, PW2.3 pc 4 PW2.3 pc 2,3,4 PW1.1 pc 4 PW1.2 pc 5, PW3.2 pc 4 PW2.4 pc 1, scope a2,4,5, b1,2 PW2,4 pc 4 PW2.3 pc 4 PW1.3 pc 1,3, scope a2</p>

Knowledge and understanding apparent from this observation:

Other Units/Elements to which this evidence may contribute:

Assessor comments and feedback to candidate:

Good activity Ashleigh, you related well to the children and encouraged them to all participate.
We will cover the other pcs across the units above in your next play opportunity assessment.

I can confirm the candidate's performance was satisfactory.

Assessor signature: Lewis Smith

Date: 3/4/03

Candidate signature: Ashleigh Taylor

Date: 4/4/03

Witness testimony

(Example 6)

SVQ title and level:	Playwork level 2
Candidate's name:	Ashleigh Taylor
Evidence index no:	4
Index no of other evidence which this testimony relates to (if any):	4 (Reflective account of Ashleigh dealing with accident)
Element(s):	C35 Element 1
Date of evidence:	2/4/02
Name of witness:	Elaine Berber
Designation/relationship to candidate:	Colleague in the out of school care
Details of testimony: I witnessed Ashleigh dealing with a child who had fallen over and cut their head. Ashleigh dealt with this calmly. I have read her reflective account and agree that this is an accurate description of what happened.	
I can confirm the candidate's evidence is authentic and accurate.	
Signed by witness: Elaine Berber	Date: 4/4/02

Witness (please tick the appropriate box):

Holds D32/D33 Award

Is familiar with the SVQ standards to which the candidate is working

Record of questions and candidate's answers (Example 7)

Unit: PW2	Element(s): unit wide knowledge	
Evidence index number: 2		
Circumstances of assessment: Questions relating to knowledge evidence for PW2 and observation of creative activity		
List of questions and candidate's responses:		
Q:	Why did you ask the children what they wanted to do and what resources they wanted to use?	
A:	I asked them because I wanted them to have choices in what they were going to make, this will help them to be creative, and keep them interested in the activity. It is important to make the activity child centred.	
Q:	Why did you encourage the children to think about what colours they could use and how they could make their picture better? (k16)	
A:	I wanted the children to think about how they could use all the materials in the best way to make their picture better. I think children need encouragement and help to extend themselves in their play.	
Assessor's signature:	<i>Lewis Smith</i>	Date: 3/4/02
Candidate's signature:	<i>Ashleigh Taylor</i>	Date: 3/4/02

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Section 3 — The units and recording documents for your SVQ

Unit Progress Record

Qualification and level: **Playwork level 3**

Candidate: _____

To achieve the whole qualification, you must prove competence in all **five mandatory** Units plus any **four optional** Units.

Please note the table below shows the SSC identification codes listed alongside the corresponding SQA unit numbers. It is important that the SQA unit numbers are used in all your recording documentation and when your results are communicated to SQA. SSC identification codes are **not valid** in these instances.

Unit Checklist — circle the reference number of each unit as you complete it.

Mandatory	PW6	PW7	PW8	PW9	PW10					
Optional	PW11	PW12	PW13	PW14	PW15	B226	B227	B228	A27	A319
	A321	A320								

Mandatory Units (*all units should be completed*)

SQA Unit Number	SSC Unit Number	Title	Assessor	Internal Verifier	Date
DV16 04	PW6	Contribute to an organisational framework that reflects the needs and protects the rights of children and young people			
DV1A 04	PW7	Develop and maintain a healthy and safe environment for children			
DV1C 04	PW8	Develop and promote positive relationships			
DV1K 04	PW9	Plan and support self-directed play			
DV1M 04	PW10	Reflect on and develop practice			

Optional Units:**Candidates must achieve four of the following Units:**

SQA Unit Number	SSC Unit Number	Title	Assessor	Internal Verifier	Date
DV1V 04	PW11	Work with colleagues in a team			
DV1P 04	PW12	Respond to concerns about possible child abuse			
DV17 04	PW13	Contribute to children's health and well being			
DV1X 04	PW14	Work with parents and carers			
DV15 04	PW15	Administer playwork provision			
DV1E 04	B226	Develop opportunities in the community			
DV18 04	B227	Contribute to evaluating, developing and promoting services			
DV1J 04	B228	Organise and supervise travel			
DR5F 04	A27	Manage a budget			
DR7K 04	A319	Recruit, select and keep colleagues			
DR7C 04	A321	Provide learning opportunities for colleagues			
DR3Y 04	A320	Allocate and monitor the progress and quality of work in your area of responsibility			

UNIT DV16 04 (PW6) Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

This Unit has the following elements:

Element 1 (PW6.1)	Investigate and consult on children and young people's rights
Element 2 (PW6.2)	Contribute to procedures that reflect children and young people's rights
Element 3 (PW6.3)	Promote a diverse and inclusive environment
Element 4 (PW6.4)	Contribute to the protection of children and young people from abuse

Unit Summary

This Unit is about helping to develop and implement policies and procedures that support children and young people's needs and rights. The Unit also covers promoting diversity and inclusion in the play setting and contributing to child protection. The Unit is appropriate for all settings whose main purpose is providing children and young people with opportunities for freely chosen, self-directed play.

Target Group

This Unit is for experienced staff working in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

This Unit will provide some evidence for the following SQA Core Skills:

Communication Intermediate 2
Working with Others Intermediate 2
Problem Solving Intermediate 2
Using Information Intermediate 1

UNIT DV16 04 (PW6) Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

Keywords

What we mean by some of the words used in this Unit	
Abuse	A deliberate act of ill treatment that can harm or is likely to cause harm to a child's safety, wellbeing and development.
Anti-discriminatory practice	Taking positive action to counter discrimination; this will involve identifying and challenging discrimination and being positive in your practice about diversity.
Bullying	Aggression deliberately and or persistently directed against a particular target, or victim.
Children and young people	Non-disabled and disabled children and young people in the age range 4 – 16 years, both girls and boys, from all cultures and backgrounds.
Children and young people's rights	Children and young people's entitlements under law and the United Nations Convention on the Rights of the Child. In particular that children and young people have a right to play and free time and to say what they think and be listened to about decisions that affect them.
Consult/consultation	An active two-way process of informing and involving individuals and groups to encourage the sharing of ideas, views and opinions especially in order to reach an agreed decision.
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.
Interagency working	Work involving more than one agency or organisation.
Neglect	The child not receiving a level of care (for example, food, drink, personal hygiene, clothing) sufficient for she or he to develop in the same way as other children of her/his age and stage of development.
Play setting	Anywhere where children and young people play, for example, an indoor play centre or adventure playground.
Transitions	When children or young people move on. This could be moving from one developmental stage to another – for example, from puberty to adolescence – or may mean moving from one setting to another.

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UNIT DV16 04 (PW6) Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

Knowledge and Understanding for the whole Unit

To be competent in this Unit, you must know and understand the following:

- K1 The assumptions and values of playwork that are relevant to this Unit.
- K2 Basic requirements of the United Nations Convention on the Rights of the Child.
- K3 Basic requirements of national legislation on the rights of children and young people.
- K4 Basic requirements of legislation covering Equal Opportunities and Disability Discrimination.
- K5 The basic stages of child development and their implications for children and young people's needs and rights in a playwork context.
- K6 The importance of the setting having policies and procedures that reflect children and young people's rights.
- K7 The importance of children and young people being consulted and involved in decision making.
- K8 The importance of diversity and inclusion to the play setting.
- K9 Current theories and good practice to do with inclusion.
- K10 How to identify good inclusive practice in the play setting.
- K11 How to recognise attitudinal, environmental and institutional barriers to inclusion in the play setting.
- K12 Ways to overcome these barriers to inclusion.
- K13 The difference between separate, segregated, integrated and inclusive play provision.
- K14 The social and medical models of disability and the differences between them.

UNIT DV16 04 (PW6) **Contribute to an organisational framework that reflects the needs and protects the rights of children and young people**

Element 1 (PW6.1) **Investigate and consult on children and young people's rights**

Performance Criteria

To meet the national standard, you must:

- 1 Investigate the **rights** of children and young people who could use your setting and identify their needs.
- 2 Evaluate existing policies and procedures to ensure the **rights** of children and young people in your setting are being met.
- 3 Consult with children and young people on the most effective ways the setting can meet their **rights**.
- 4 Promote children and young people's **rights** to adults.
- 5 Evaluate feedback, in partnership with children and young people, and develop suggestions for meeting their **rights** in the setting.

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K15 How to carry out research on children and young people's rights and identify the implications for your setting.
- K16 Your organisation's strategies and policies that have an impact on children and young people's rights and how to evaluate these.
- K17 How to consult effectively with children and young people.
- K18 How to promote and advocate children and young people's rights in the setting.

Range

You must show that you have researched and consulted on the following:

- 1 **Rights**
 - (a) for play and social activities
 - (b) for care and safety
 - (c) for emotional well-being
 - (d) for inclusion
 - (e) for acknowledgement of their identity
 - (f) for information
 - (g) for consultation and decision making

UNIT DV16 04 (PW6) Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

Element 1 (PW6.1) Investigate and consult on children and young people's rights

No	Description of Evidence	Performance Criteria					Range						
		1	2	3	4	5	1a	1b	1c	1d	1e	1f	1g

No	Description of Evidence	Knowledge and Understanding			
		K15	K16	K17	K18

UNIT DV16 04 (PW6) Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

Element 1 (PW6.1) Investigate and consult on children and young people's rights

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____ **Date:** _____

Assessor: _____ **Date:** _____

Internal Verifier: _____ **Date:** _____

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UNIT DV16 04 (PW6) **Contribute to an organisational framework that reflects the needs and protects the rights of children and young people**

Element 2 (PW6.2) **Contribute to procedures that reflect children and young people's rights**

Performance Criteria

To meet the national standard, you must:

- 1 Develop group agreements with children and young people on ways of meeting their needs and rights.
- 2 Contribute to, consult on and agree **procedures** that are based on these ways of meeting needs and rights.
- 3 Provide information and guidance on these **procedures** to children, young people and adults in the setting.
- 4 Observe, collect feedback and evaluate how well the **procedures** are working.
- 5 Negotiate ways of improving the **procedures** with children, young people and adults.

Range

You must show that you have developed and improved the following:

- 1 **Procedures**
 - (a) for play and social activities
 - (b) for inclusion and anti-discriminatory practice
 - (c) for child protection and bullying
 - (d) for health and safety
 - (e) for responding to behaviour
 - (f) for assisting children and young people to make transitions
 - (g) for interagency working

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K19 The importance of developing group agreements with children and young people and how to do so.
- K20 How to develop policies and procedures for your setting covering:
- ◆ play and social activities
 - ◆ health and safety
 - ◆ anti-discriminatory practice
 - ◆ child protection and bullying
 - ◆ responding to behaviour
- K21 How to ensure that policies and procedures are put into practice.
- K22 The importance of constantly reviewing policies and procedures and how to do so.

UNIT DV16 04 (PW6) Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

Element 2 (PW6.2) Contribute to procedures that reflect children and young people's rights

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____ **Date:** _____

Assessor: _____ **Date:** _____

Internal Verifier: _____ **Date:** _____

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UNIT DV16 04 (PW6) **Contribute to an organisational framework that reflects the needs and protects the rights of children and young people**

Element 3 (PW6.3) **Promote a diverse and inclusive environment**

Performance Criteria

To meet the national standard, you must:

- 1 Make sure the environment reflects and promotes diversity and inclusion.
- 2 Make sure there are resources which are accessible to all children.
- 3 Promote the environment to children and young people who may experience barriers to participation and provide them with appropriate forms of support.
- 4 Provide a positive role model for issues to do with diversity and inclusion.
- 5 Provide opportunities for children and young people to understand and value diversity and inclusion.
- 6 Promote diversity and inclusion to colleagues and other relevant adults and, where necessary provide them with relevant support.
- 7 Deal with words and behaviour that challenge diversity and inclusion in a way that is appropriate to the people involved.

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- | | |
|-----|--|
| K23 | How to judge whether a setting is inclusive and supportive of diversity. |
| K24 | How you show that you support inclusion and diversity through your words, actions and behaviours in the setting. |
| K25 | Why it is important to promote the setting to children who may experience barriers to participation. |
| K26 | Types of support that children may need to access and make best use of the setting. |
| K27 | How to support children and young people in valuing inclusion and diversity. |
| K28 | How to challenge and deal with words and behaviour that are not consistent with inclusion and diversity. |

Range

You must show that you have met the requirements above.

UNIT DV16 04 (PW6) Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

Element 3 (PW6.3) Promote a diverse and inclusive environment

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____ **Date:** _____

Assessor: _____ **Date:** _____

Internal Verifier: _____ **Date:** _____

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UNIT DV16 04 (PW6) Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

Element 4 (PW6.4) Contribute to the protection of children and young people from abuse

Performance Criteria

Knowledge and Understanding

To meet the national standard, you must:

To be competent in this Unit, you must know and understand the following:

- | | |
|---|---|
| <p>1 Make sure you and your colleagues have relevant information about child protection policies and procedures.</p> <p>2 Give children clear and relevant information about potentially risky situations and how to keep themselves safe from abuse.</p> <p>3 Help children to feel confident in asserting themselves and their rights.</p> <p>4 Provide children with guidance on what they could do if they or others experience abuse.</p> <p>5 Promptly identify when there are suspicions that children and young people are experiencing abuse.</p> <p>6 Sensitively collect and assess as much information as possible about suspected abuse.</p> <p>7 Promptly follow the correct procedures for reporting the information you have collected and assessed.</p> <p>8 Ensure that yourself and any other staff involved receive support.</p> <p>9 Maintain the confidentiality of information.</p> | <p>K29 The basic stages of child development and the implications of these for helping children to protect themselves.</p> <p>K30 Types of inappropriate behaviour by others that a child may experience.</p> <p>K31 Situations that may put a child's personal safety at risk and advice on how children can avoid or deal with these situations.</p> <p>K32 The importance of children having a strong sense of self-esteem and factors that may make them more vulnerable to abuse.</p> <p>K33 Strategies to encourage children to understand their rights and assert these.</p> <p>K34 Strategies that children can use to deal with abusive or potentially abusive situations.</p> <p>K35 How to respond when there are suspicions of abuse.</p> <p>K36 Why it is important to collect, assess and share information about possible abuse.</p> |
|---|---|

Range

You must show that you have helped children to protect themselves from the following types of:

- | | |
|--|---|
| <p>1 Abuse</p> <p> (a) physical</p> <p> (b) neglect</p> <p> (c) emotional</p> <p> (d) sexual</p> <p> (e) bullying</p> | <p>K37 Reporting procedures relating to abuse.</p> <p>K38 Types of support that you or your colleagues may need and how to access such support.</p> <p>K39 The rules and guidelines covering the confidentiality of information relating to abuse.</p> |
|--|---|

UNIT DV16 04 (PW6) Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

Element 4 (PW6.4) Contribute to the protection of children and young people from abuse

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____ **Date:** _____

Assessor: _____ **Date:** _____

Internal Verifier: _____ **Date:** _____

UNIT DV1A 04 (PW7) Develop and maintain a healthy and safe environment for children

This Unit has the following elements:

- Element 1 (PW7.1) Establish a healthy, safe and secure environment for children**
- Element 2 (PW7.2) Maintain a healthy, safe and secure environment for children**
- Element 3 (PW7.3) Implement procedures for accidents, injuries, illnesses and other emergencies**

Unit Summary

This Unit is about the provision of an environment for children that promotes their health, safety and protection. It also covers outings that form part of work activities. The Unit is appropriate for all (children and families, childcare and playwork) settings and services where children and young people are present.

Target Group

This Unit is for people who work with children and young people in a range of settings and services and who have supervisory responsibilities or who work unsupervised.

This Unit will provide some evidence for the following SQA Core Skills:

- Communication Intermediate 2
- Numeracy Intermediate 1
- Working with Others Intermediate 2
- Problem Solving Intermediate 2
- Using Information Intermediate 1

Keywords

What we mean by some of the words used in this Unit	
Children and young people	Non-disabled and disabled children and young people in the age range 4 – 16 years, both girls and boys, from all cultures and backgrounds.
Hazard	Something that may cause harm to the health, safety and welfare of users of the play setting, for example, broken glass, faulty play equipment, doors being left open that should be closed.
Health and safety policies and procedures	These will be written policies and procedures developed by your organisation in line with relevant legislation, such as the Health and Safety at Work Act, the Children Act and Control of Substances Hazardous to Health Regulations.
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.
Security hazards	For example, strangers, unattended items, opportunities for younger children to leave a supervised setting.

UNIT DV1A 04 (PW7) Develop and maintain a healthy and safe environment for children

Knowledge and Understanding for the whole Unit

To be competent in this Unit, you must know and understand the following:

- K1 Statutory and regulatory arrangements covering health and safety for the children, workers, families and visitors in your setting.
- K2 The basic stages of child development and the implications these have for health, safety and security arrangements.
- K3 Regulations covering manual handling and the risks associated with lifting and carrying children.
- K4 Safety checking of the children's indoor and outdoor environment before and during work activities to include:
 - ◆ Facilities and equipment
 - ◆ Toilet and washing areas
 - ◆ Movement and activity of children
- K5 Security arrangements to include:
 - ◆ Children's arrival at the setting
 - ◆ Children's departure from the setting
- K6 Regulations and procedures for the storage and administration of medicines.
- K7 Principles and models of risk assessment that are applied in your setting to cover the environment for children and workers both indoors, outdoors and on outings.
- K8 Differences between formal and informal risk assessments.
- K9 Why it is important to allow children to assess and manage risk according to their stage of development and how this can be done.
- K10 How to record accidents and incidents.
- K11 The appropriate contents of a first aid kit.
- K12 The correct responses to situations involving accidents and injuries taking into account the age of the children and the procedures of the setting.
- K13 Signs and symptoms of common childhood illness and allergies and appropriate responses according to established procedures.
- K14 Good hygiene practice including:
 - ◆ Principles of cross infection
 - ◆ Appropriate systems to dispose of different types of waste, food handling
 - ◆ Handling body fluids
 - ◆ Issues concerning spread of HIV and AIDS virus and hepatitis
- K15 Emergency procedures in your setting covering fire, missing children, evacuation.

UNIT DV1A 04 (PW7) Develop and maintain a healthy and safe environment for children

Element 1 (PW7.1) Establish a healthy, safe and secure environment for children

Performance Criteria

Range

To meet the national standard, you must:

You must show that you have met the requirements opposite.

- 1 Have up-to-date and accurate information about the health, safety and security requirements for your setting.
- 2 Check all areas of your setting and identify and record hazards.
- 3 Identify and remove those hazards that can be eliminated.
- 4 Assess and record the levels of risk for all other hazards and establish procedures for managing these risks to an acceptable level.
- 5 Make sure that all children and adults using the setting have information about the health, safety and security procedures relevant to them.
- 6 Review and revise your health, safety and security procedures in line with changing circumstances and requirements, and to make improvements.

UNIT DV1A 04 (PW7) Develop and maintain a healthy and safe environment for children

Element 2 (PW7.2) Maintain a healthy, safe and secure environment for children

Performance Criteria

Range

To meet the national standard, you must:

You must show that you have met the requirements opposite.

- 1 Assess the health, safety and security of the setting before starting, during and at the end of work activities.
- 2 Make sure children and adults in the setting are following health, safety and security procedures, providing them with help and support when necessary.
- 3 Maintain supervision of children appropriate to the levels of risk and the child's stage of development.
- 4 Encourage children to help manage risk for themselves.
- 5 Encourage children's awareness of their own and others safety and their personal responsibility.

UNIT DV1A 04 (PW7) Develop and maintain a healthy and safe environment for children

Element 3 (PW7.3) Implement procedures for accidents, injuries, illnesses and other emergencies

Performance Criteria

Range

To meet the national standard, you must:

You must show that you have met the requirements opposite.

- 1 Make sure that accidents, injuries, signs of illness and other emergencies are promptly identified.
- 2 Follow the correct procedures to deal with accidents, injuries, signs of illness and other emergencies calmly and safely.
- 3 Make sure that yourself and others are not put at unnecessary risk.
- 4 Provide comfort and reassurance to those involved.
- 5 Make sure that first aid and medication are provided according to the correct procedures.
- 6 Follow the correct procedures for recording and reporting accidents, injuries, signs of illness and other emergencies.

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UNIT DV1C 04 (PW8) Develop and promote positive relationships

This Unit has the following elements:

Element 1 (PW8.1)	Develop relationships with children
Element 2 (PW8.2)	Communicate with children
Element 3 (PW8.3)	Support children in developing relationships
Element 4 (PW8.4)	Communicate with adults

Unit Summary

This Unit is about developing and promoting positive relationships with children, communicating with children and adults and fostering positive relationships between children and with adults'. The Unit is appropriate for all (children and families, childcare and playwork) settings and services where children and young people are present.

Target Group

The Unit is for you if you work directly with children on a day-to-day basis and have a responsibility for ensuring good relationships in the setting.

This Unit will provide some evidence for the following SQA Core Skills:

Communication Intermediate 2
Working with Others Intermediate 1
Problem Solving Intermediate 2

Keywords

What we mean by some of the words used in this Unit	
Anti-discriminatory practice	Taking positive action to counter discrimination; this will involve identifying and challenging discrimination and being positive in your practice about people's differences.
Children and young people	Non-disabled and disabled children and young people in the age range 4 – 16 years, both girls and boys, from all cultures and backgrounds.

UNIT DV1C 04 (PW8) Develop and promote positive relationships

Knowledge and Understanding for the whole Unit

To be competent in this Unit, you must know and understand the following:

- K1 The importance of good working relationships in the setting.
- K2 Relevant legal requirements covering the way you relate to and interact with children.
- K3 Relevant legal requirements covering confidentiality and the disclosure of information.
- K4 Relevant legal requirements covering the needs of disabled children.
- K5 The types of information that should be treated confidentially: who you can and cannot share this information with.
- K6 The meaning of anti-discriminatory practice and how to integrate this into your relationships with children and adults'.
- K7 The basic stages of child development and how these affect the way:
 - ◆ you behave with children
 - ◆ you communicate with children
 - ◆ children relate to and interact with others

UNIT DV1C 04 (PW8) Develop and promote positive relationships

Element 1 (PW8.1) Develop relationships with children

Performance Criteria

Knowledge and Understanding

To meet the national standard, you must:

To be competent in this Unit, you must know and understand the following:

- | | | | |
|---|---|-----|---|
| 1 | Interact with children in a way that helps them feel welcome and valued in the setting. | K8 | Strategies you can adopt to help children to feel welcome and valued in the setting. |
| 2 | Adapt your behaviour to the age, needs and abilities of individual children. | K9 | What is meant by 'appropriate' and 'inappropriate' behaviour when interacting with children: the policies and procedures to follow and why these are important. |
| 3 | Negotiate with children about their needs and preferences and involve them in decision making as appropriate to their stage of development. | K10 | The importance of encouraging children to make choices for themselves and strategies to support this. |
| 4 | Apply inclusive and anti-discriminatory practice in your relationships with children. | K11 | The importance of involving children in decision making and strategies you can use to do this. |
| 5 | Make sure your behaviour with children is appropriate. | K12 | How to negotiate with children according to their age and stage of development. |
| 6 | Give attention to individual children in a way which is fair to them and the group as a whole. | K13 | Strategies you can use to show children that you respect their individuality. |
| 7 | Respect confidential information about children. | K14 | How to balance the needs of individual children with those of the group as a whole. |

Range

You must show that you have met the requirements above.

UNIT DV1C 04 (PW8) Develop and promote positive relationships

Element 1 (PW8.1)

Develop relationships with children

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

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UNIT DV1C 04 (PW8) Develop and promote positive relationships

Element 2 (PW8.2) Communicate with children

Performance Criteria

To meet the national standard, you must:

- 1 Communicate with children in a way which is appropriate to their age, needs and abilities.
- 2 Listen to children and respond to them in a way that shows that you value what they say and feel.
- 3 Ask questions, clarify and confirm points.
- 4 Encourage children to ask questions, offer ideas and make suggestions.
- 5 Recognise when there are communication difficulties and adapt the way you communicate accordingly.

Range

You must show that you have met the requirements above.

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K15 The importance of clear communication with children.
- K16 Why it is important for children to ask questions, offer ideas and suggestions and how you can help them do this.
- K17 Why it is important to listen to children.
- K18 How to respond to children in a way that shows you value what they have to say.
- K19 The types of behaviour that show that you value children's ideas and feelings.
- K20 The importance of being sensitive to communication difficulties with children and how to adapt the way you communicate to different situations.

UNIT DV1C 04 (PW8) Develop and promote positive relationships

Element 2 (PW8.2)

Communicate with children

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

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UNIT DV1C 04 (PW8) Develop and promote positive relationships

Element 3 (PW8.3) Support children in developing relationships

Performance Criteria

To meet the national standard, you must:

- 1 Support children in developing agreements about ways of behaving in the setting and how to put these into practice.
- 2 Support children in understanding other people's feelings.
- 3 Support children who have been upset by others.
- 4 Encourage and support children to sort out conflict for themselves.
- 5 Encourage and support adults' to have positive relationships with children.

Range

You must show that you have met the requirements above.

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K21 How you can help children to understand the value and importance of positive relationships with others.
- K22 The importance of children valuing and respecting other people's individuality and how you can encourage and support this.
- K23 Why it is important for children to understand and respect other people's feelings and how you can encourage and support this.
- K24 Why it is important to be consistent and fair in dealing with positive and negative behaviour.
- K25 Strategies you can use to encourage and reinforce positive behaviour.
- K26 Strategies you can use to challenge and deal with negative behaviour which are consistent with your organisation's policies.
- K27 Why it is important for children to be able to deal with conflict themselves and what support they may need from you.
- K28 Why it is important to encourage and support positive relationships between children and adults' in the setting and strategies you can use to do this.

UNIT DV1C 04 (PW8) Develop and promote positive relationships

Element 3 (PW8.3)

Support children in developing relationships

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

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UNIT DV1C 04 (PW8) Develop and promote positive relationships

Element 4 (PW8.4) Communicate with adults

Performance Criteria

To meet the national standard, you must:

- 1 Communicate with adults' politely and courteously and in a way that is appropriate to them.
- 2 Show respect for adults' individuality, needs and preferences.
- 3 Respond to adults' requests for information accurately within agreed boundaries of confidentiality.
- 4 Actively listen to adults', asking questions and clarifying and confirming key points.
- 5 Recognise when there are communication difficulties and adapt the way you communicate accordingly.
- 6 Handle any disagreements with adults in a way that will maintain a positive relationship.

Range

You must show that you have met the requirements above.

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K29 Why positive relationships with adults' are important.
- K30 Why it is important to show respect for adults' individuality and how to do so.
- K31 The importance of clear communication with adults'.
- K32 The importance of being sensitive to communication difficulties with adults' and strategies you can use to overcome these.
- K33 How and when it may be necessary to adapt the way you communicate to meet the needs of adults'.
- K34 Typical situations that may cause conflict with adults' and how to deal with these effectively.

UNIT DV1C 04 (PW8) Develop and promote positive relationships

Element 4 (PW8.4)

Communicate with adults

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

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UNIT DV1K 04 (PW9) Plan and support self-directed play

This Unit has the following elements:

Element 1 (PW9.1)	Collect and analyse information on play needs and preferences
Element 2 (PW9.2)	Plan and prepare play spaces
Element 3 (PW9.3)	Support self-directed play
Element 4 (PW9.4)	Help children and young people to manage risk during play

Unit Summary

This Unit is about identifying the play needs and preferences of children and young people, developing play spaces that will meet these needs and supporting children and young people during play. The Unit is appropriate for all settings whose main purpose is providing children and young people with opportunities for freely chosen, self-directed play.

Target Group

This Unit is for experienced staff working in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

This Unit will provide some evidence for the following SQA Core Skills:

Communication Intermediate 2
Problem Solving Intermediate 2
Using Information Intermediate 2

UNIT DV1K 04 (PW9) Plan and support self-directed play

Keywords

What we mean by some of the words used in this Unit	
Affective play	Play that involves the children or young people experiencing or experimenting with emotions, feelings and attitudes.
Barriers to access	Things that prevent or discourage children and young people from taking part in play provision. These may include physical barriers for disabled children, but also include wider issues such as discrimination, lack of positive images, lack of culturally acceptable activities and customs, language barriers and many other factors that affect different communities.
Children and young people	Non-disabled and disabled children and young people in the age range 4 – 16 years, both girls and boys, from all cultures and backgrounds.
Communication play	Play using words, nuances or gestures for example; mime, jokes, play acting, mickey taking, singing, debate, poetry.
Creative play	Play which allows a new response, the transformation of information, awareness of new connections, with an element of surprise. For example, enjoying creation with a range of materials and tools for its own sake.
Deep play	Play which allows the child to encounter risky or even potentially life threatening experiences, to develop survival skills and conquer fear. For example, leaping onto an aerial runway, riding a bike on a parapet, balancing on a high beam.
Disabled Children	Children with impairments who experience barriers to accessing main stream child care and play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex needs which may be permanent or temporary.
Dramatic play	Play which dramatises events in which the child is not a direct participator. For example, presentation of a TV show, an event on the street, a religious or festive event, even a funeral.
Exploratory play	Play to access factual information consisting of manipulative behaviours such as handling, throwing, banging or mouthing objects. For example, engaging with an object or area and, either by manipulation or movement, assessing its properties, possibilities and content, such as stacking bricks.
Fantasy play	Play, which rearranges the world in the child's way, a way which is unlikely to occur. For example, playing at being a pilot flying around the world or the owner of an expensive car.
Hazard	Something that may cause harm to the health, safety and welfare of users of the play setting, for example, broken glass, faulty play equipment, doors being left open that should be closed.
Imaginative play	Play where the conventional rules, which govern the physical world, do not apply. For example, imagining you are, or pretending to be, a tree or ship, or patting a dog which isn't there.
Locomotor play	Movement in any and every direction for its own sake. For example, chase, tag, hide and seek, tree climbing.

UNIT DV1K 04 (PW9) Plan and support self-directed play

Keywords

What we mean by some of the words used in this Unit (cont)	
Mastery play	Control of the physical and affective ingredients of the environments. For example, digging holes, changing the course of streams, constructing shelters, building fires.
Object play	Play which uses infinite and interesting sequences of hand-eye manipulations and movements. For example, examination and novel use of any object eg cloth, paintbrush, cup.
Permanent	Something that lasts, or is intended to last, for a long time.
Play	Play is freely chosen, personally directed and intrinsically motivated.
Play cues	Facial expressions, language or body language that communicate the child or young person's wish to play or invite others to play.
Play cycle	The full flow of play from the first play cue from the child, its return from the outside world, the child's response to the return and the further development of play to the point where play is complete.
Play frame	A material or non-material boundary that keeps the play intact.
Play needs	The individual needs of children to play.
Play space	Any area that supports and enriches the potential for children to play.
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.
Role play	Play exploring ways of being, although not normally of an intense personal, social, domestic or interpersonal nature. For example, brushing with a broom, dialing with a telephone, driving a car.
Rough and tumble play	Close encounter play which is less to do with fighting and more to do with touching, tickling, gauging relative strength, discovering physical flexibility and the exhilaration of display. For example, playful fighting, wrestling and chasing where the children involved are obviously unharmed and giving every indication that they are enjoying themselves.
Social play	Play during which the rules and criteria for social engagement and interaction can be revealed, explored and amended. For example, any social or interactive situation which contains an expectation on all parties that they will abide by the rules or protocols, ie games, conversations, making something together.
Socio-dramatic play	The enactment of real and potential experiences of an intense personal, social, domestic or interpersonal nature. For example, playing at house, going to the shops, being mothers and fathers, organising a meal or even having a row.
Symbolic play	Play which allows control, gradual exploration and increased understanding, without the risk of being out of one's depth. For example, using a piece of wood to symbolise a person, or a piece of string to symbolise a wedding ring.
Transient	Not permanent.

UNIT DV1K 04 (PW9) Plan and support self-directed play

Knowledge and Understanding for the whole Unit

To be competent in this Unit, you must know and understand the following:

- K1 Relevant playwork assumptions and values that apply to this unit.
- K2 The short and long term benefits of play.
- K3 The playworker's role in supporting play.
- K4 Indicators/objectives you can use to evaluate play provision.
- K5 Behavioural modes associated with play:
 - ◆ personally directed
 - ◆ intrinsically motivated
 - ◆ in secure context
 - ◆ spontaneous
 - ◆ goalless
 - ◆ where the content and intent is under the control of the children and young people
- K6 The range of play types that are commonly accepted.
- K7 How to provide for the following play types:
 - ◆ communication play
 - ◆ creative play
 - ◆ deep play
 - ◆ dramatic play
 - ◆ exploratory play
 - ◆ fantasy play
 - ◆ imaginative play
 - ◆ locomotor play
 - ◆ mastery play
 - ◆ object play
 - ◆ role play
 - ◆ rough and tumble
 - ◆ social play
 - ◆ socio-dramatic play
 - ◆ symbolic play
- K8 The mood descriptors associated with play and how to recognise these:
 - ◆ happy
 - ◆ independent
 - ◆ confident
 - ◆ altruistic
 - ◆ trusting
 - ◆ balanced
 - ◆ active or immersed
 - ◆ at ease
- K9 The main stages of child development and how these affect children's play needs and behaviours.
- K10 The particular needs of disabled children and how these need to be met when planning for and supporting play, including helping them to manage risk.

UNIT DV1K 04 (PW9) Plan and support self-directed play

Element 1 (PW9.1) Collect and analyse information on play needs and preferences

Performance Criteria

To meet the national standard, you must:

- 1 Collect information on children and young people's play using a range of **methods**.
- 2 Investigate and take account of the needs of children and young people who experience barriers to access.
- 3 Analyse information to identify play needs.
- 4 Consult with children and young people and take account of their ideas on play needs and preferences.
- 5 Research and identify a range of play spaces and resources that will meet the play needs of children and young people.

Range

You must show that you have collected information using the following:

- 1 **Methods**
 - (a) researching playwork theory and practice
 - (b) observing children and young people at play
 - (c) interacting with children and young people

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K11 Why it is important to identify children and young people's play needs and preferences.
- K12 The types of information you can use to identify play needs and preferences and how to access these.
- K13 The barriers to access, including disability but taking account of others, that some children and young people may experience and how to address these.
- K14 Why it is important to consult with children and young people on play needs and preferences.
- K15 Effective methods of consulting with children and young people.
- K16 The range of different types of play spaces that can meet children and young people's needs and preferences.

UNIT DV1K 04 (PW9) Plan and support self-directed play

Element 1 (PW9.1)

Collect and analyse information on play needs and preferences

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

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UNIT DV1K 04 (PW9) Plan and support self-directed play

Element 2 (PW9.2) Plan and prepare play spaces

Performance Criteria

To meet the national standard, you must:

- 1 Plan **play spaces** that will meet the needs of children and young people and can be adapted by them to meet new needs.
- 2 Make sure the play spaces provide for a range of different play types.
- 3 Obtain the resources needed for these **play spaces**.
- 4 Work within the available budget or find other creative ways of obtaining or making resources.
- 5 Create the planned **play spaces** involving children and young people wherever possible.
- 6 Make sure that the range of **play spaces** will be accessible for all children and young people who could take part.
- 7 Make sure the **play spaces** take account of health and safety requirements.

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- | | |
|-----|--|
| K17 | How to plan play spaces that meet children and young people's play needs. |
| K18 | Why it is important to create spaces that children and young people can adapt to their own needs. |
| K19 | How to obtain and/or create resources needed for a range of play spaces. |
| K20 | How to involve children and young people in the creation of play spaces. |
| K21 | The importance of access for all children and how to ensure this happens. |
| K22 | The health and safety requirements that are relevant to play spaces and how to ensure you take account of these. |

Range

You must show that you have planned and created the following types of:

- 1 **Play spaces**
 - (a) for physical play
 - (b) for affective play
 - (c) transient
 - (d) permanent

UNIT DV1K 04 (PW9) Plan and support self-directed play

Element 2 (PW9.2) Plan and prepare play spaces

Notes/Comments

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UNIT DV1K 04 (PW9) Plan and support self-directed play

Element 3 (PW9.3) Support self-directed play

Performance Criteria

To meet the national standard, you must:

- 1 Encourage children and young people to choose and explore the range of **play spaces** for themselves, providing support when necessary.
- 2 Leave the content and intent of play to the children and young people.
- 3 Enable play to occur uninterrupted.
- 4 Enable children and young people to explore their own values.
- 5 Ensure children and young people can develop in their own ways.
- 6 Hold children and young people's play frames when necessary.
- 7 Observe play and respond to play cues according to the stage in the play cycle.

Range

You must show that you have supported self-directed play using the following types of:

- 1 **Play spaces**
 - (a) for physical play
 - (b) for affective play
 - (c) transient
 - (d) permanent

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K23 Why it is important for children and young people to choose and explore play spaces for themselves.
- K24 The types of support you may need to provide and how to decide when it is appropriate to provide support.
- K25 Why it is important to leave the content and intent of play to children and young people.
- K26 Why it is important to allow play to continue uninterrupted.
- K27 Why it is important to allow children to develop in their own ways and not to show them 'better' ways of doing things when they are playing unless they ask.
- K28 The main stages of the play cycle.
- K29 How to define a play frame.
- K30 How to identify play cues.
- K31 How to identify when and how to respond to a play cue.

UNIT DV1K 04 (PW9) Plan and support self-directed play

Element 3 (PW9.3) Support self-directed play

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

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UNIT DV1K 04 (PW9) Plan and support self-directed play

Element 4 (PW9.4) Help children and young people to manage risk during play

Performance Criteria

To meet the national standard, you must:

- 1 Allow children and young people to experience and explore risk during play.
- 2 Identify **hazards** when they occur.
- 3 Assess the risks that these **hazards** pose in a way that is sensitive to the nature of the children and young people involved.
- 4 Raise children and young people's awareness of **hazards** and manage risk themselves.
- 5 Balance the risks involved with the benefits of challenge and stimulation.
- 6 Only intervene if the level of risk becomes unacceptable.

Range

You must show that you managed risk for the following types of:

- 1 **Hazard**
 - (a) physical
 - (b) emotional
 - (c) behavioural
 - (d) environmental

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K32 Why risk is important in play and how to encourage and support acceptable risk taking.
- K33 Levels of risk acceptable according to organisational policies and procedures.
- K34 The range of hazards that may occur during children's play and how to recognise these.
- K35 The basic stages of child development and the implications these have for levels of risk.
- K36 How to assess risk according to age and stage of development.
- K37 The importance of balancing risk with the benefits of challenge and stimulation.

UNIT DV1K 04 (PW9) Plan and support self-directed play

Element 4 (PW9.4)

Help children and young people to manage risk during play

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

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UNIT DV1M 04 (PW10) Reflect on and develop practice

This Unit has the following elements:

Element 1 (PW10.1)	Reflect on practice
Element 2 (PW10.2)	Take part in continuing professional development

Unit Summary

This Unit is about the competence you need to reflect on your practice. Reflecting on practice is a tool for self-evaluation and will enable you to develop and learn from assessing your own practice. The Unit also includes taking part in continuous professional development and how this has been used to develop your practice.

Target Group

This Unit is for people who work with children and young people in a range of settings and services and who have supervisory responsibilities or who work unsupervised.

This Unit will provide some evidence for the following SQA Core Skills:

Communication Intermediate 2
Problem Solving Intermediate 2
Using Information Intermediate 1

Keywords

What we mean by some of the words used in this Unit	
Best Practice Benchmarks	A base line therefore minimum standard definition of good practice.
Reflect	Think in detail about, to show or express, contemplate, mull something over, ponder, look back on. Write and think about the reasons why. Make focused connections between your practice and your understanding of theory.
Others	Colleagues and fellow professionals.

UNIT DV1M 04 (PW10) Reflect on and develop practice

Knowledge and Understanding for the whole Unit

To be competent in this Unit, you must know and understand the following:

- K1 Why reflection on practice and evaluation of personal effectiveness is important.
- K2 How learning through reflection can increase professional, knowledge and skills.
- K3 How reflection can enhance and use personal experience to increase confidence and self esteem.
- K4 Techniques of reflective analysis:
 - ◆ questioning what, why and how
 - ◆ seeking alternatives
 - ◆ keeping an open mind
 - ◆ viewing from different perspectives
 - ◆ thinking about consequences
 - ◆ testing ideas through comparing and contrasting
 - ◆ asking 'what if...?'
 - ◆ synthesising ideas
 - ◆ seeking, identifying, and resolving problems
- K5 Reflection as a tool for contrasting what we say we do and what we actually do.
- K6 How to use reflection to challenge existing practice.
- K7 The difficulties that may occur as a result of examining beliefs, values, and feelings.
- K8 How to assess further areas for development in your skills and knowledge through reflection, feedback and using resources such as the internet, libraries, journals.
- K9 How to develop a personal development plan with objectives that are specific, measurable, achievable, realistic and with timescales.
- K10 The availability and range of training and development opportunities in the local area and how to access these.
- K11 The importance of integrating new information and/or learning in order to meet current best practice, quality schemes or regulatory requirements.

UNIT DV1M 04 (PW10) Reflect on and develop practice

Element 1 (PW10.1) Reflect on practice

Performance Criteria

Range

To meet the national standard, you must:

You must show you have met the requirements opposite.

- 1 Monitor processes, practices and outcomes from your own work.
- 2 Evaluate your own performance (achievements, strengths and weaknesses) using best practice benchmarks.
- 3 Reflect on your interactions with others.
- 4 Share your reflections with others and use their feedback to improve your own evaluation.
- 5 Use reflection to solve problems.
- 6 Use reflection to improve practice.

UNIT DV1M 04 (PW10) Reflect on and develop practice

Element 2 (PW10.2) Take part in continuing professional development

Performance Criteria

Range

To meet the national standard, you must:

You must show you have met the requirements opposite.

- 1 Identify areas in your knowledge, understanding and skills where you could develop further.
- 2 Develop and negotiate a plan to develop your knowledge, skills and understanding further.
- 3 Seek out and access opportunities for continuing professional development as part of this plan.
- 4 Use continuing professional development to improve your practice.

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UNIT DV1V 04 (PW11) Work with colleagues in a team

This Unit has the following elements:

Element 1 (PW11.1)	Contribute to the work of your team
Element 2 (PW11.2)	Provide support to your colleagues
Element 3 (PW11.3)	Respond to conflict in your team

Unit Summary

This Unit is about being a good team worker, carrying out duties and responsibilities as agreed, and monitoring and supporting the work of your colleagues.

Target Group

The Unit is for you if you work with colleagues in a team and take some responsibility for the work of others.

This Unit will provide some evidence for the following SQA Core Skills:

Communication Intermediate 2
Working with Others Intermediate 2
Problem Solving Intermediate 2
Using Information Intermediate 1

Keywords

What we mean by some of the words used in this Unit	
Diverse / diversity	Where there is difference and variety that reflects a broad mix of people from various demographic, socio-economic, ethnic and cultural backgrounds and types of ability.
Organisation's policies and procedures	What your organisation says its staff should and should not do in certain situations.

UNIT DV1V 04 (PW11) Work with colleagues in a team

Element 1 (PW11.1) Contribute to the work of your team

Performance Criteria

Knowledge and Understanding

To meet the national standard, you must:

To be competent in this Unit, you must know and understand the following:

- | | | | |
|---|---|----|--|
| 1 | Maintain relationships with your colleagues which help the team to work effectively. | K1 | Why effective, inclusive team work is important and how it contributes to the quality of provision. |
| 2 | Make sure you carry out your duties and responsibilities as agreed with colleagues . | K2 | Why it is important to carry out agreed responsibilities and duties and what may happen if you do not do this. |
| 3 | Promptly sort out any duties and responsibilities which you are unsure about with a relevant colleague. | K3 | The importance of sorting out any duties or responsibilities which you are unsure about. |
| 4 | Only vary agreed duties and responsibilities with the agreement of relevant colleagues . | K4 | Why you should only vary responsibilities and duties with the agreement of colleagues. |
| 5 | Ask for additional support in your work as and when necessary. | K5 | Situations in which you should ask for additional support and why. |
| 6 | Make positive and realistic suggestions as to how your team's work could be improved. | K6 | The importance of making suggestions as to how the team's work could be improved. |
| 7 | Regularly report your progress and any difficulties you encounter to colleagues as required. | K7 | Why it is important to keep the appropriate colleagues up to date and informed of progress. |
| 8 | Participate effectively in team meetings. | K8 | How to participate effectively in team meetings. |
| | | K9 | Why it is important for the team to anticipate the needs of users. |

Range

You must show that you have worked effectively with the following types of:

- 1 **Colleagues**
 - (a) working at the same level
 - (b) line managers
 - (c) staff for whom you are responsible

making the following:

- 2 **Suggestions**
 - (a) to improve health and safety
 - (b) to improve service delivery
 - (c) to improve the environment
 - (d) to improve relationships with users
 - (e) improve relationships in the team
 - (f) to improve inclusive practice

UNIT DV1V 04 (PW11) Work with colleagues in a team

Element 1 (PW11.1)

Contribute to the work of your team

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

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UNIT DV1V 04 (PW11) Work with colleagues in a team

Element 2 (PW11.2) Provide support to your colleagues

Performance Criteria

To meet the national standard, you must:

- 1 Provide comment and constructive criticism to your **colleagues** in a manner which identifies good practice and reinforces their self confidence.
- 2 Offer helpful **support** to your **colleagues** when they need it.
- 3 Share information with your **colleagues** which helps them to improve their work.
- 4 Show that you value diversity and will challenge discrimination and prejudice in your work with and support for **colleagues**.

Range

You must show that you have provided the following types of:

- 1 **Colleagues**
 - (a) working at the same level
 - (b) line managers
 - (c) staff for whom you are responsible

with the following:

- 2 **Support**
 - (a) additional people
 - (b) additional resources
 - (c) providing coaching and mentoring

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K10 Why it is important to give colleagues constructive criticism.
- K11 Why it is important for colleagues to receive recognition for their contributions.
- K12 How to give constructive criticism in a way which reinforces the person's self-confidence.
- K13 The types of situations in which colleagues may need support and how to respond to these.
- K14 Why it is important to share information and how to do this effectively.
- K15 Why diversity is important in your area of work.
- K16 Why discrimination and prejudice should be challenged and how to do so effectively and constructively.

UNIT DV1V 04 (PW11) Work with colleagues in a team

Element 2 (PW11.2)

Provide support to your colleagues

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

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UNIT DV1V 04 (PW11) Work with colleagues in a team

Element 3 (PW11.3) Respond to conflict in your team

Performance Criteria

To meet the national standard, you must:

- 1 Respond to **conflict** in a way which does not disrupt the work of the team.
- 2 Promptly refer **conflict** which cannot be sorted out personally to a relevant colleague.
- 3 Show a willingness to compromise when feasible solutions to conflict are proposed.
- 4 Offer effective support to **colleagues** in **conflict** in a way which is consistent with organisational procedures.
- 5 Provide accurate reports on incidents of conflict as required by organisational procedures.

Range

You must show that you have responded to the following types of:

- 1 **Conflict**
 - (a) with other team members
 - (b) between other team members

involving the following:

- 2 **Colleagues**
 - (a) working at the same level
 - (b) line manager
 - (c) staff for whom you are responsible

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K17 The types of conflict which tend to happen in teams and how to deal with these.
- K18 Why it is important not to disrupt the work of the team when conflict occurs.
- K19 Types of conflict which you can deal with yourself and conflict which must be referred to others.
- K20 Why it is important to compromise when possible and situations where compromises should not be made.
- K21 How to support colleagues involved in conflict.
- K22 How to make accurate reports of conflict which has happened and why.
- K23 Organisational procedures for dealing with conflict.

UNIT DV1V 04 (PW11) Work with colleagues in a team

Element 3 (PW11.3)

Respond to conflict in your team

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT DV1P 04 (PW12) Respond to concerns about possible child abuse

This Unit has the following elements:

Element 1 (PW12.1)	Identify signs of possible abuse
Element 2 (PW12.2)	Respond to a child's disclosure of abuse
Element 3 (PW12.3)	Follow policies and procedures for reporting possible abuse

Unit Summary

This Unit is about dealing safely and effectively with concerns about possible child abuse. The purpose of the support could be to deal with:

- ◆ concerns of physical abuse
- ◆ concerns about bullying
- ◆ concerns of neglect
- ◆ concerns about emotional abuse
- ◆ concerns about sexual abuse

Target Group

The Unit is for you if you work directly with children. It is recommended that you should have had an appropriate level of training in child protection and be familiar with your organisation's procedures for dealing with suspected abuse.

This Unit will provide some evidence for the following SQA Core Skills:

Communication Intermediate 2
Using Information Intermediate 1

Keywords

What we mean by some of the words used in this Unit	
Abuse	A deliberate act of ill treatment that can harm or is likely to cause harm to a child's safety, wellbeing and development.
Bullying	Aggression deliberately and or persistently directed against a particular target, or victim.
Children and young people	Non-disabled and disabled children and young people in the age range 4 – 16 years, both girls and boys, from all cultures and backgrounds.
Disabled Children	Children with impairments who experience barriers to accessing main stream child care and play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex needs which may be permanent or temporary.
Neglect	The child not receiving a level of care (for example, food, drink, personal hygiene, clothing) sufficient for she or he to develop in the same way as other children of her/his age and stage of development.
Organisation's policies and procedures	What your organisation says its staff should and should not do in certain situations.

UNIT DV1P 04 (PW12) Respond to concerns about possible child abuse

Knowledge and Understanding for the whole Unit

To be competent in this Unit, you must know and understand the following:

- K1 The basic requirements of legislation covering child protection.
- K2 Why it is important to be aware of possible abuse and to report any concerns.
- K3 The requirements of your organisation and the law in regard to child protection and your responsibilities for this.
- K4 The importance of recognising that disabled children may be more vulnerable to abuse.

UNIT DV1P 04 (PW12) Respond to concerns about possible child abuse

Element 1 (PW12.1) Identify signs of possible abuse

Performance Criteria

Knowledge and Understanding

To meet the national standard, you must:

To be competent in this Unit, you must know and understand the following:

- | | | | |
|---|---|----|--|
| 1 | Make sure your observation of the child's physical condition and behaviour is sensitive to the child and the circumstances. | K5 | The common signs and indicators of physical, emotional, sexual abuse, neglect and bullying in children. |
| 2 | Note any signs and indicators of possible abuse . | K6 | Why it is important to observe a child's physical condition in a way which is sensitive to the child and the situation and how to do so. |
| 3 | Consider any signs and indicators of possible abuse in the light of other information about the child. | K7 | Other types of information to consider when noting signs and indicators of possible abuse. |
| 4 | Take action which is appropriate to the significance of the signs and indicators and the requirements and procedures of your organisation. | K8 | The impact of abuse on children and young people. |
| 5 | Follow agreed procedures for confidentiality at all times. | | |

Range

You must show that you have dealt with the following types of:

- 1 **Signs and indicators**
 - (a) physical
 - (b) behavioural

and handled concerns for the following types of:

- 2 **Abuse**
 - (a) physical
 - (b) bullying
 - (c) neglect
 - (d) emotional
 - (e) sexual

UNIT DV1P 04 (PW12) Respond to concerns about possible child abuse

Element 1 (PW12.1) Identify signs of possible abuse

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____ **Date:** _____

Assessor: _____ **Date:** _____

Internal Verifier: _____ **Date:** _____

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UNIT DV1P 04 (PW12) Respond to concerns about possible child abuse

Element 2 (PW12.2) Respond to a child's disclosure of abuse

Performance Criteria

To meet the national standard, you must:

- 1 Respond promptly and calmly to the child's **disclosure of abuse**.
- 2 Make it clear to the child that other people appropriate to the situation will have to be informed.
- 3 Give the child appropriate reassurance and support.
- 4 Communicate at the child's pace, without exerting pressure to reveal more than the child wishes to.
- 5 Record information on the **disclosure** accurately as soon as possible.
- 6 Follow agreed procedures for confidentially at all times.

Range

You must show that you have handled the following types of:

- 1 **Disclosure**
 - (a) full
 - (b) partial

and handled concerns for the following types of:

- 2 **Abuse**
 - (a) physical
 - (b) bullying
 - (c) neglect
 - (d) emotional
 - (e) sexual

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K9 The importance of responding promptly and calmly to a child's disclosure of abuse and how to do so.
- K10 Why it is important to make it clear to the child that other people must be informed of any possible abuse.
- K11 Why it is important to provide a child with reassurance and support during a disclosure of abuse and how to do so.
- K12 Why it is important to communicate at the child's pace and not exert pressure on the child to disclose more than they wish.
- K13 How to communicate at the child's pace and not exert pressure.

UNIT DV1P 04 (PW12) Respond to concerns about possible child abuse

Element 2 (PW12.2)

Respond to a child's disclosure of abuse

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

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UNIT DV1P 04 (PW12) Respond to concerns about possible child abuse

Element 3 (PW12.3) Follow policies and procedures for reporting possible abuse

Performance Criteria

To meet the national standard, you must:

- 1 Record all information concerning possible abuse.
- 2 Provide information about the possible abuse to the relevant person, according to your organisation's policies and procedures.
- 3 Ensure your information is accurate and up-to-date.
- 4 Follow your organisation's procedures when responding to requests for **reports** on incidents, disclosures or suspicions of abuse.
- 5 Clearly distinguish in your **reports** between directly observed evidence, information from other people and opinion.
- 6 Present your **reports** to the relevant person or agency in the required format and at the time requested.
- 7 Follow agreed procedures for confidentiality at all times.

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K14 Who are the appropriate people and agencies to report possible abuse to.
- K15 How to decide whether to report concerns about possible abuse and who to report possible abuse to.
- K16 How to report possible abuse.
- K17 Why confidentiality is important - who should and should not be informed of possible abuse.
- K18 How to distinguish between directly observed signs and indicators of abuse, other information and opinions and why it is important to do so in any reports.
- K19 Why it is important to note any evidence of possible abuse carefully and to include this in any report.

Range

You must show that you have provided the following types of:

- 1 **Reports**
 - (a) verbal
 - (b) written
 - (c) set proforma

UNIT DV1P 04 (PW12) Respond to concerns about possible child abuse

Element 3 (PW12.3)

Follow policies and procedures for reporting possible abuse

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT DV17 04 (PW13) Contribute to children's health and well-being

This Unit has the following elements:

Element 1 (PW13.1)	Encourage and support a healthy lifestyle
Element 2 (PW13.2)	Provide food and drinks to children and young people

Unit Summary

This Unit is about supporting children's physical health through encouraging a healthy lifestyle and providing satisfying and nutritional food and drinks. The Unit is appropriate for all settings whose main purpose is providing children and young people with opportunities for freely chosen, self-directed play.

Target Group

The Unit is for you if you work in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

This Unit will provide some evidence for the following SQA Core Skills:

Numeracy Intermediate 1
Problem Solving Intermediate 2
Using Information Intermediate 2

Keywords

What we mean by some of the words used in this Unit	
Children and young people	Non-disabled and disabled children and young people in the age range 4 – 16 years, both girls and boys, from all cultures and backgrounds.
Nutrition	In respect of different foods and their importance to health and a balanced diet.
Special dietary requirements	Requirements that correspond to a child's personal needs and beliefs, for example, not eating meat or a particular medical condition, for example, not eating nuts or flour-based products.

UNIT DV17 04 (PW13) Contribute to children's health and well-being

Knowledge and Understanding for the whole Unit

To be competent in this Unit, you must know and understand the following:

- K1 The importance of a healthy lifestyle to children and young people's development.
- K2 The role that the playworker can play in encouraging and supporting a healthy lifestyle.
- K3 The basic stages of child development and the implications for:
 - ◆ lifestyle
 - ◆ nutrition
 - ◆ risks to health
 - ◆ common illnesses

UNIT DV17 04 (PW13) Contribute to children's health and well-being

Element 1 (PW13.1) Encourage and support a healthy lifestyle

Performance Criteria

To meet the national standard, you must:

- 1 Provide children and young people with accurate and up-to-date information on a healthy **lifestyle**.
- 2 Make children and young people aware of risks to their own health.
- 3 Encourage and support children and young people to consider their own **lifestyle** and identify ways to improve and maintain their own health.
- 4 Provide children and young people with opportunities to take part in physical activity.

Range

You must show that you have encouraged and supported the following aspects of:

- 1 **Lifestyle**
 - (a) diet
 - (b) physical activity
 - (c) personal hygiene
 - (d) protection from infections
 - (e) substance abuse
 - (f) emotional well-being

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K4 Sources of information on a healthy lifestyle for children and young people and how to access these.
- K5 How to present information on healthy living to children and young people in an effective way.
- K6 How to stimulate children and young people to consider their own lifestyle and think of ways they could improve their health.
- K7 Levels and types of physical activity appropriate to children and young people according to their age and stage of development.
- K8 Ways in which children and young people can increase their physical activity on a routine basis.
- K9 The importance of providing an effective role model for a healthy lifestyle.

UNIT DV17 04 (PW13) Contribute to children's health and well-being

Element 1 (PW13.1)

Encourage and support a healthy lifestyle

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

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UNIT DV17 04 (PW13) Contribute to children's health and well-being

Element 2 (PW13.2) Provide food and drinks to children and young people

Performance Criteria

To meet the national standard, you must:

- 1 Provide food and drinks which are attractive and meet the nutritional needs of the children and young people.
- 2 Provide for special dietary and cultural requirements.
- 3 Prepare food and drinks in a way which meets parents' expressed wishes.
- 4 Ensure children and young people get access to food and drinks according to their needs.
- 5 Ensure that the equipment, areas and methods used for storage, preparation, serving and clearing away meet legal and organisational requirements.
- 6 Encourage children and young people to consider the healthy choices in their food and drinks and the reasons.
- 7 Involve the children and young people in the selection, preparation, serving and clearing away of food and drinks.

Range

You must show that you have met the requirements above.

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K10 The types of meals and snacks which promote healthy eating.
- K11 Basic knowledge of food hygiene.
- K12 The importance of hydration to children and young people especially when they are taking part in physical play.
- K13 How to provide a satisfying varied and balanced diet.
- K14 Refreshments that reflect cultural and specific needs.
- K15 How to respond to parents' wishes in regard to what their children should eat.
- K16 The importance of consulting children on the selection, preparation, serving and clearing away of food and drinks.
- K17 Examples of the use of food in wider activities.
- K18 The play setting's healthy eating policy.
- K19 The play setting's procedures for preparing and storing food.

UNIT DV17 04 (PW13) Contribute to children's health and well-being

Element 2 (PW13.2)

Provide food and drinks to children and young people

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT DV1X 04 (PW14) Work with parents and carers

This Unit has the following elements:

- Element 1 (PW14.1) Establish and develop working relationships with parents and carers**
- Element 2 (PW14.2) Involve parents and carers in the setting**

Unit Summary

This Unit is about establishing and developing good working relationships with parents and carers and getting them involved in the work of the setting. The Unit is appropriate for all settings whose main purpose is providing children and young people with opportunities for freely chosen, self-directed play.

Target Group

The Unit is for you if you have direct and regular contact with parents and carers in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

This Unit will provide some evidence for the following SQA Core Skills:

Communication Intermediate 2
Working with Others Intermediate 2
Problem Solving Intermediate 2
Using Information Intermediate 1

Keywords

What we mean by some of the words used in this Unit	
Children and young people	Non-disabled and disabled children and young people in the age range 4 – 16 years, both girls and boys, from all cultures and backgrounds.
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.
Organisation's policies and procedures	What your organisation says its staff should and should not do in certain situations.
Play opportunities	Opportunities for children and young people to engage in self-directed, freely chosen play.
Play setting	Anywhere where children and young people play, for example, an indoor play centre or adventure playground.

UNIT DV1X 04 (PW14) Work with parents and carers

Knowledge and Understanding for the whole Unit

To be competent in this Unit, you must know and understand the following:

- K1 The importance of good working relationships with parents and carers.
- K2 The importance of maintaining the child at the centre of the process.

UNIT DV1X 04 (PW14) Work with parents and carers

Element 1 (PW14.1) Establish and develop working relationships with parents and carers

Performance Criteria

To meet the national standard, you must:

- 1 Initiate relationships with parents and carers in a way that helps them to feel welcome and valued in the setting.
- 2 Respect the individuality of parents and carers.
- 3 Identify the needs and expectations of parents and carers who use the setting and seek to meet these as much as possible.
- 4 Provide clear and accurate information to parents and carers which meets their needs.
- 5 Respect the wishes of parents and carers within agreed procedures, values and children's rights.
- 6 Respect confidential information about carers and parents as long as the children's welfare is maintained.
- 7 Handle any disagreements with parents and carers tactfully and in a way which is likely to maintain good relationships between parents and carers and the organisation.
- 8 Respond promptly and positively to complaints and suggestions and follow organisational procedures for carrying these through.

Range

You must show that you have provided parents and carers with the following types of:

- 1 **Information**
 - (a) on the children and young people's experiences
 - (b) on opportunities available in the play setting
 - (c) on agreed procedures and values
 - (d) on ways in which parents and carers can be involved in the play setting

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K3 Strategies you can use to help parents and carers feel welcome and valued in the setting.
- K4 The importance of identifying the needs and expectations of parents and carers and how to do so.
- K5 Why it is important to show respect for other adults' individuality and how to do so.
- K6 The importance of clear communication with parents and carers.
- K7 The importance of being sensitive to communication difficulties with parents and carers and strategies you can use to overcome these.
- K8 The importance of showing that you listen to parents and carers and take their views and opinions seriously.
- K9 How to balance the wishes of parents and carers with the agreed procedures and policies of the setting and the rights of the child.
- K10 How to assure parents and carers of children who experience barriers to access that the setting is inclusive and welcomes them.
- K11 The importance of confidentiality and how to balance the need to respect confidential information about parents and carers with the welfare of the child.
- K12 Typical situations that may cause conflict with other adults and how to deal with these effectively.
- K13 Your organisation's complaints procedure.

UNIT DV1X 04 (PW14) Work with parents and carers

Element 1 (PW14.1)

Establish and develop working relationships with parents and carers

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

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UNIT DV1X 04 (PW14) Work with parents and carers

Element 2 (PW14.2) Involve parents and carers in the setting

Performance Criteria

To meet the national standard, you must:

- 1 Encourage parents and carers to involve themselves in the work of the setting.
- 2 Find opportunities to involve parents and carers which are appropriate to their needs and skills.
- 3 Make sure parents and carers meet legal and organisational requirements for the **activities** they will be involved in.
- 4 Make sure parents and carers understand and support the values and policies of the setting.
- 5 Provide parents and carers with the information they need to take part in **activities**, including ground rules and procedures.
- 6 Monitor parents' and carers' involvement in the setting and provide them with any guidance or support that they need.

Range

You must show that you have involved parents and carers in the following types of:

- 1 **Activities**
 - (a) helping with play opportunities
 - (b) helping with provision of food and drinks
 - (c) helping with administration
 - (d) helping with trips and outings

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K14 How to encourage parents and carers to become involved in the work of the setting.
- K15 The types of opportunities that you can create for parents and carers to become involved and the contributions they can make.
- K16 Legal requirements for parents and carers to become involved in activities in the setting.
- K17 Your organisation's policies and procedures for involving parents in activities.
- K18 The importance of parents and carers understanding and supporting the values and policies of the setting, including those for inclusion.
- K19 The types of guidance, information and support parents and carers may need to be involved in the setting.

UNIT DV1X 04 (PW14) Work with parents and carers

Element 2 (PW14.2)

Involve parents and carers in the setting

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT DV15 04 (PW15) Administer playwork provision

This Unit has the following elements:

Element 1 (PW15.1)	Implement access procedures
Element 2 (PW15.2)	Record and report key information

Unit Summary

This Unit is about implementing access procedures and maintaining records about children and young people. The Unit is appropriate for all settings whose main purpose is providing children and young people with opportunities for freely chosen, self-directed play.

Target Group

The Unit is for you if you implement access procedures and maintain records in a play setting.

This Unit will provide some evidence for the following SQA Core Skills:

Communication Intermediate 2
Numeracy Intermediate 1
Using Information Intermediate 1

Keywords

What we mean by some of the words used in this Unit	
Children and young people	Non-disabled and disabled children and young people in the age range 4 – 16 years, both girls and boys, from all cultures and backgrounds.
Dietary needs	Requirements that correspond to a child's personal needs and beliefs, for example, not eating meat or a particular medical condition, for example, not eating nuts or flour-based products.
Organisation's policies and procedures	What your organisation says its staff should and should not do in certain situations.

UNIT DV15 04 (PW15) Administer playwork provision

Knowledge and Understanding for the whole Unit

To be competent in this Unit, you must know and understand the following:

- K1 Playwork assumptions and values relevant to this Unit.
- K2 The importance of effective administration to the running of a play setting.
- K3 The basic provisions of the data protection act relevant to your work.

UNIT DV15 04 (PW15) Administer playwork provision

Element 1 (PW15.1) Implement access procedures

Performance Criteria

To meet the national standard, you must:

- 1 Answer the enquiries about the access of children and young people promptly and courteously following organisational procedures.
- 2 Collect the necessary information about the children, young people and their families.
- 3 Record this information clearly and fully.
- 4 Pass the information on to the responsible colleague following organisational procedures.
- 5 Provide clear and accurate information to the person enquiring about future access conditions.
- 6 Ensure that access procedures are followed.

Range

You must show that you have met the requirements above.

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K4 Why it is important to implement access procedures correctly.
- K5 The requirements of Disability and Equal Opportunities legislation in regard to access.
- K6 The provisions of the Children Act in relation to play provision and record keeping.
- K7 Why it is important to deal with enquiries promptly and courteously.
- K8 The types of enquiry which are likely to be made and how to deal with these.
- K9 Enquiries which may need to be passed on.
- K10 The information which needs to be collected about children and their families and why.
- K11 Why it is important to record information clearly and fully.
- K12 Organisational procedures for processing and communicating this type of information.
- K13 The importance of applying access procedures correctly.

UNIT DV15 04 (PW15) Administer playwork provision

Element 1 (PW15.1)

Implement access procedures

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

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UNIT DV15 04 (PW15) Administer playwork provision

Element 2 (PW15.2) Record and report key information

Performance Criteria

To meet the national standard, you must:

- 1 Make sure **information** is complete, legible and up-to-date.
- 2 Store **information** securely but in a way which allows it to be quickly found and retrieved.
- 3 Restrict access to **information** according to the agreements on confidentiality and organisational and legal requirements.
- 4 Promptly provide **information** to authorised people and agencies when necessary.

Range

You must show that you have maintained the following types of:

- 1 **Information**
 - (a) person responsible for the setting
 - (b) contact details of staff, volunteers and other adults who may have unsupervised contact with children
 - (c) records of visitors
 - (d) administration of medicines
 - (e) dietary needs and allergies
 - (f) infectious, notifiable diseases
 - (g) required information about children
 - (h) risk assessments
 - (i) fire drill records and recommendations
 - (j) insurance
 - (k) attendance registers
 - (l) accident/incident records
 - (m) participation in trips and outings
 - (n) registration forms
 - (o) emergency contact details

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K14 Why it is important to keep records complete, legible and up-to-date.
- K15 Why it is important to store records securely but in a way which enables them to be found quickly.
- K16 Methods of organising and storing records.
- K17 The importance of confidentiality.
- K18 Agreements on confidentiality which have been made with parents and carers.
- K19 Organisational requirements covering confidentiality.
- K20 The types of information which may need to be passed on to authorised people in the organisation and why requests should be dealt with promptly.

UNIT DV15 04 (PW15) Administer playwork provision

Element 2 (PW15.2)

Record and report key information

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT DV1E 04 (B226) Develop opportunities in the community

This Unit has the following elements:

- Element 1 (B226.1)** **Make people in the community aware of opportunities and benefits**
- Element 2 (B226.2)** **Establish and maintain links with other organisations and individuals**

Unit Summary

This Unit is about promoting your area of work and its value to the community and setting up and maintaining networks that could be useful to your job.

Target Group

The Unit is for you if you are regularly involved in promoting your organisation and working closely with others in the community.

This Unit will provide some evidence for the following SQA Core Skills:

Communication Intermediate 2
Working with Others Intermediate 2
Problem Solving Intermediate 2
Using Information Intermediate 2

Keywords

What we mean by some of the words used in this Unit	
Barriers to access	Things that prevent or discourage children and young people from taking part in play provision. These may include; physical barriers for disabled children, but also include wider issues such as discrimination, lack of positive images, lack of culturally acceptable activities and customs, language barriers and many other factors that affect different communities.
Children and young people	Non-disabled and disabled children and young people in the age range 4 – 16 years, both girls and boys, from all cultures and backgrounds.
Disabled Children	Children with impairments who experience barriers to accessing main stream child care and play facilities. This includes; children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex needs which may be permanent or temporary.
Organisation's policies and procedures	What your organisation says its staff should and should not do in certain situations.

UNIT DV1E 04 (B226) Develop opportunities in the community

Element 1 (B226.1) Make people in the community aware of opportunities and benefits

Performance Criteria

To meet the national standard, you must:

- 1 Identify opportunities to promote your area of work and organisation to **people** in the local community.
- 2 Communicate the purpose, values and methods of your area of work.
- 3 Communicate **information** about your own and other organisations which provide similar opportunities.
- 4 Emphasise the benefits of your work for the wider community.
- 5 Obtain feedback from **people** about the impact of initiatives.
- 6 Present **information** in a language and style which is appropriate to the **people** involved.
- 7 Promote your area of work in a way which is consistent with organisational policies and practices.

Range

You must show that you have promoted opportunities and benefits to the following types of:

- 1 **People**
 - (a) children and young people
 - (b) parents and carers
 - (c) organisations
 - (d) workers in other disciplines
 - (e) individuals in the community
 - (f) children and young people who experience barriers to access

providing the following types of:

- 2 **Information**
 - (a) spoken
 - (b) written
 - (c) using visual images

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K1 Why it is important to promote your own area of work and its values, purpose and methods widely.
- K2 The importance of reaching sections of the community that traditionally experience barriers to inclusion, including disabled children.
- K3 The types of opportunities which you could use to promote your work and own organisation and how to identify suitable ones.
- K4 Presentation skills, and how to tailor presentations to the needs of different types of audiences.
- K5 How to promote your area of work in a way that addresses other people's preconceptions and views.
- K6 The benefits of your work to the community and how to emphasise these.
- K7 Why it is important to obtain feedback from people in the community about initiatives and what to do with such feedback.
- K8 Types and language and styles of presentation appropriate to the types of people listed in the range.
- K9 Organisational policies and practices which need to be kept in mind when promoting playwork, including those for inclusion.

UNIT DV1E 04 (B226) Develop opportunities in the community

Element 1 (B226.1)

Make people in the community aware of opportunities and benefits

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

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UNIT DV1E 04 (B226) Develop opportunities in the community

Element 2 (B226.2) Establish and maintain links with other organisations and individuals

Performance Criteria

To meet the national standard, you must:

- 1 Identify other **organisations** and **individuals** with whom you could work productively.
- 2 Establish contact with these **organisations** and **individuals**.
- 3 Deal with approaches from other **organisations** and **individuals** positively and co-operatively.
- 4 Explore with other **organisations** and **individuals** the possible benefits of future links.
- 5 Agree with them how you will maintain contact and exchange information in the future.
- 6 Exchange relevant information with the other **organisations** and **individuals** as and when it is of benefit to those involved.

Range

You must show that you have maintained links with the following types of:

- 1 **Organisations**
 - (a) organisations in the same area of work
 - (b) organisations in different areas of work

and the following:

- 2 **Individuals**
 - (a) workers in the same area of work
 - (b) workers from other areas of work

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K10 Why networking is important.
- K11 The range of organisations and individuals with whom you could develop working relationships consistent with their job role.
- K12 The mutual benefits which could come about from joint work with these organisations and individuals.
- K13 How to identify and approach suitable organisations and individuals.
- K14 How to explore the possible advantages of joint working and maintain contact.
- K15 How to establish and maintain effective working relationships with other organisations and individuals.
- K16 The importance of responding positively and co-operatively to other organisations and individuals.

UNIT DV1E 04 (B226) Develop opportunities in the community

Element 2 (B226.2)

Establish and maintain links with other organisations and individuals

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT DV18 04 (B227) Contribute to evaluating, developing and promoting services

This Unit has the following elements:

Element 1 (B227.1)	Contribute to evaluating service provision
Element 2 (B227.2)	Contribute to developing and improving services
Element 3 (B227.3)	Contribute to promoting services

Unit Summary

This Unit is about contributing to market research, developing, promoting and evaluating services.

Target Group

The Unit is for you if you have some responsibility for developing the services you provide.

This Unit will provide some evidence for the following SQA Core Skills:

Communication Intermediate 2
Numeracy Intermediate 1
Working with Others Intermediate 2
Using Information Intermediate 2

Keywords

What we mean by some of the words used in this Unit	
Analyse	Analyse can be used to examine in detail in order to discover meaning; break down into smaller pieces.
Barriers to access	Things that prevent or discourage children and young people from taking part in play provision. These may include; physical barriers for disabled children, but also include wider issues such as discrimination, lack of positive images, lack of culturally acceptable activities and customs, language barriers and many other factors that affect different communities.
Qualitative	Something that is not summarised in numerical form, such as minutes from meetings and general notes from observations. Qualitative data normally describe people's knowledge, attitudes or behaviours and is often more subjective.
Quantitative	Something measured or measurable by, or concerned with, quantity and expressed in numbers or quantities.

UNIT DV18 04 (B227) Contribute to evaluating, developing and promoting services

Knowledge and Understanding for the whole Unit

To be competent in this Unit, you must know and understand the following:

K1 The importance of trying to continuously improve service provision.

UNIT DV18 04 (B227) Contribute to evaluating, developing and promoting services

Element 1 (B227.1) Contribute to evaluating service provision

Performance Criteria

Knowledge and Understanding

To meet the national standard, you must:

To be competent in this Unit, you must know and understand the following:

- | | | | |
|---|---|----|--|
| 1 | Choose realistic methods for evaluating service provision. | K2 | The available resources and relevant organisational policies. |
| 2 | Discuss and agree these methods with the responsible member of staff. | K3 | The responsible member of staff to discuss and agree the evaluation methods and criteria with. |
| 3 | Develop and agree the detail of the evaluation methods . | K4 | How to develop evaluation methods and identify appropriate criteria. |
| 4 | Collect, record, analyse and store information using your evaluation methods . | K5 | The importance of implementing methods in line with the agreed strategy. |
| 5 | Report the evaluation results to the relevant colleague. | K6 | How to collate, analyse and report on evaluations. |
| 6 | Recommend and agree changes to be made as a result of your evaluation. | | |

Range

You must show that you have used the following:

- 1 **Evaluation methods**
 - (a) quantitative
 - (b) qualitative

UNIT DV18 04 (B227) Contribute to evaluating, developing and promoting services

Element 1 (B227.1) Contribute to evaluating service provision

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____ **Date:** _____

Assessor: _____ **Date:** _____

Internal Verifier: _____ **Date:** _____

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UNIT DV18 04 (B227) Contribute to evaluating, developing and promoting services

Element 2 (B227.2) Contribute to developing and improving services

Performance Criteria

To meet the national standard, you must:

- 1 Consult on possible improvements to **services** with the relevant colleagues in your organisation.
- 2 Get their approval to try out your improvements.
- 3 Develop a specification and plan for the **services**, working with the **appropriate individuals**.
- 4 Test the desirability of the **services** with representative groups and individuals and get their feedback to adjust plans.
- 5 Agree a full implementation plan with the responsible colleague.

Range

You must show that you have developed and improved the following types of:

- 1 **Services**
 - (a) existing services
 - (b) new services

working with the following:

- 2 **Appropriate individuals**
 - (a) current users of your services
 - (b) potential new users of your services
 - (c) users who experience barriers to access
 - (d) colleagues

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K7 The available resources, researched needs and relevant organisational policies and legal requirements.
- K8 The organisational procedures for suggesting improvements to services.
- K9 What consultations may need to be undertaken.
- K10 Other people to involve in the development of services.
- K11 Representative groups and individuals to be involved in the testing of services.
- K12 How to develop suggestions for services based on research which has been undertaken.
- K13 How to make such suggestions in a clear and logical manner.
- K14 How to undertake necessary consultations and the importance of doing so.
- K15 How to develop specifications and plans for services.
- K16 How to test services and the importance of doing so.

UNIT DV18 04 (B227) Contribute to evaluating, developing and promoting services

Element 2 (B227.2) Contribute to developing and improving services

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____ **Date:** _____

Assessor: _____ **Date:** _____

Internal Verifier: _____ **Date:** _____

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UNIT DV18 04 (B227) Contribute to evaluating, developing and promoting services

Element 3 (B227.3) Contribute to promoting services

Performance Criteria

To meet the national standard, you must:

- 1 Make suggestions for **promotional methods** which are consistent with the agreed target groups, available resources and legal requirements.
- 2 Discuss and agree these methods with the responsible colleague.
- 3 Develop promotional materials and methods and agree the final details with the responsible colleague.
- 4 Implement the **promotional methods** in line with agreements.

Range

You must show that you have used the following types of:

- 1 **Promotional methods**
 - (a) leaflet distribution
 - (b) media features
 - (c) visits
 - (d) events
 - (e) incentive schemes

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K17 The available resources and relevant organisational policies and legal requirements, including those covering Disability and Equal Opportunities.
- K18 The responsible member of staff to discuss and agree the promotional strategy with.
- K19 How to develop a promotional methods for new services.
- K20 How to take account of the needs of different communities when developing promotional materials.
- K21 How to develop materials appropriate to these methods.
- K22 The importance of implementing methods and materials in line with the agreed strategy.

UNIT DV18 04 (B227) Contribute to evaluating, developing and promoting services

Element 3 (B227.3) Contribute to promoting services

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____ **Date:** _____

Assessor: _____ **Date:** _____

Internal Verifier: _____ **Date:** _____

UNIT DV1J 04 (B228) Organise and supervise travel

This Unit has the following elements:

Element 1 (B228.1)	Make travel arrangements
Element 2 (B228.2)	Supervise travel

Unit Summary

This Unit is about organising and supervising travel for children, young people and adults. Travel may be 'self-powered', for example on foot or by bicycle, in an owned or hired vehicle, or by public transport.

Target Group

This Unit is for people who organise travel involving children and young people with adult involvement.

This Unit will provide some evidence for the following SQA Core Skills:

Problem Solving Intermediate 2
Using Information Intermediate 1

Keywords

What we mean by some of the words used in this Unit	
Children and young people	Non-disabled and disabled children and young people in the age range 4 – 16 years, both girls and boys, from all cultures and backgrounds.
Contingencies	Things which may go wrong, for example, bad weather, accidents, failure of staff to attend as requested etc
Disabled People	People with impairments who experience barriers to accessing main stream facilities. This includes people with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex needs which may be permanent or temporary.
Self-powered	For example, on foot or by bicycle or canoe.

UNIT DV1J 04 (B228) Organise and supervise travel

Element 1 (B228.1) Make travel arrangements

Performance Criteria

To meet the national standard, you must:

- 1 Plan **travel arrangements** that are appropriate to the requirements of the **journey** and needs of the **participants**.
- 2 Plan **travel arrangements** that balance efficiency, cost-effectiveness, comfort and concern for the environment.
- 3 Plan for likely contingencies.
- 4 Plan **travel arrangements** that are safe and take account of the likely conditions during the **journey**.
- 5 Provide the **participants** and members of staff involved with clear, correct and up-to-date information about the travel arrangements in good time.
- 6 Ensure that the **participants** and staff are fully prepared for the **journey**.
- 7 Follow all the relevant organisational and legal requirements for the **journey**.

Range

You must show that you have made the following:

- 1 **Travel arrangements**
 - (a) method of transport
 - (b) route
 - (c) departure and arrival times
 - (d) stages in the journey
 - (e) food and drink
 - (f) comfort and hygiene
 - (g) overnight accommodation
 - (h) supervision and support
 - (i) transport of equipment and belongings

for the following:

- 2 **Journeys**
 - (a) self-powered
 - (b) in a organisation/hired vehicle
 - (c) public transport

Range (cont)

and the following:

- 3 **Participants**
 - (a) adults
 - (b) children and young people
 - (c) people with specific needs for travel

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K1 The major factors to bear in mind when organising travel, especially those to do with the safety and security of participants.
- K2 Resources and arrangements that may be necessary for disabled people.
- K3 Travel arrangements which are appropriate to the range of participants, the range of journeys and the types of programme in which the candidate is involved.
- K4 The importance of ensuring travel arrangements take account of likely conditions and how likely conditions may affect the types of arrangements.
- K5 The importance of providing participants and other staff with up-to-date and accurate information about travel arrangements in good time: what can go wrong if this is not done.
- K6 The preparations which both participants and members of staff would have to make for the range of journeys.
- K7 What kinds of contingencies might occur in the range of journeys and arrangements listed and what plans to make to take account of these.
- K8 The organisational and legal requirements which govern organising travel for participants.

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UNIT DV1J 04 (B228) Organise and supervise travel

Element 2 (B228.2) Supervise travel

Performance Criteria

To meet the national standard, you must:

- 1 Take reasonable action to ensure the timely departure and arrival of the **participants**.
- 2 Maintain the safety of the **participants** during the **journey**.
- 3 Ensure that equipment, belongings and any travel documents are safe and secure during the **journey**.
- 4 Supervise the handling of equipment and belongings to avoid injury and damage.
- 5 Take reasonable action to ensure that vehicles and attachments under your control, and control of these vehicles, conform to organisational and legal requirements.
- 6 Deal with any difficulties during the **journey** in a way which maintains the safety, security, comfort and goodwill of the **participants**.
- 7 Keep required records accurate and up-to-date.

Range

You must show that you have supervised the following:

- 1 **Journeys**
 - (a) self-powered
 - (b) in a organisation/hired vehicle
 - (c) public transport

and the following:

- 2 **Participants**
 - (a) adults
 - (b) children and young people
 - (c) people with specific needs for travel

Knowledge and Understanding

To be competent in this Unit, you must know and understand the following:

- K9 What steps to take to ensure the safe and timely departure and arrival of participants.
- K10 The importance of ensuring the safety and welfare of participants during the journey and how to do so.
- K11 Types of behaviour to discourage during the types of journeys listed and how to do so with the range of participants listed.
- K12 How to maintain the safety and security of equipment, belongings and travel documents during the types of journeys listed.
- K13 Safe handling and storage techniques.
- K14 Organisational and legal requirements for the condition and control of vehicles.
- K15 Types of difficulties which might arise during the journey and how to deal with these.
- K16 Guidelines and good practice concerning the parking of vehicles.
- K17 Records which need to be kept and the importance of doing so.

UNIT DR5F 04 (A27) Manage a budget

This Unit has the following element:

Element 1 (A27.1) Manage a budget

Unit Summary

This Unit is about having ownership of and being responsible for a budget for a defined area or activity of work. It initially involves preparing, submitting and agreeing a budget for a set operating period. It also involves monitoring actual performance against the agreed budget and taking necessary action in response to identified variances and any unforeseen developments.

This Unit is taken from the generic standards developed by the Management Standards Centre (MSC) where it appears as Unit E1.

Target Group

The Unit is recommended for team leaders, first line managers.

This Unit will provide some evidence for the following SQA Core Skills:

Communication Higher
Numeracy Higher
Problem Solving Intermediate 2
Working with Others Higher

Keywords

What we mean by some of the words used in this Unit	
Relevant people	For example, line/project manager, colleagues, team members.

UNIT DR5F 04 (A27) Manage a budget

Knowledge and Understanding for the whole Unit

To be competent in this Unit, you must know and understand the following:

General Knowledge and Understanding

- K1 The purposes of budgetary systems.
- K2 Where to get and how to evaluate the available information in order to be able to prepare a realistic budget.
- K3 The importance of spending time on and consulting with others in preparing a budget.
- K4 How to discuss, negotiate and confirm a budget with people who control the finance and the key factors that should be covered.
- K5 How to use a budget to actively monitor and control performance for a defined area or activity of work.
- K6 The main causes of variances and how to identify them.
- K7 What different types of corrective action which could be taken to address identified variances.
- K8 How unforeseen developments can affect a budget and how to deal with them.
- K9 The importance of agreeing revisions to the budget and communicating the changes.
- K10 The importance of providing regular information on performance against the budget to other people.
- K11 Types of fraudulent activities and how to identify them.
- K12 The importance of using the implementation of the budget to identify information and lessons for the preparation of future budgets.

Playwork specific Knowledge and Understanding

- K13 Factors, processes and trends that are likely to affect the setting of budgets in your industry/sector.

Knowledge and Understanding relevant to your organisation

- K14 The area or activity for which the budget is for.
- K15 The vision, objectives and operational plans for your area of responsibility.
- K16 The budgeting period(s) used in your organisation.
- K17 Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets.
- K18 The agreed budget, how it can be used and how much it can be changed without approval.
- K19 The limits of your authority.
- K20 Who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format.
- K21 What to do and who to contact if you suspect fraud has been committed.

UNIT DR5F 04 (A27) Manage a budget

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

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UNIT DR5F 04 (A27) Manage a budget

Element 1 (A27.1) Manage a budget

Performance Criteria

Behaviours

To meet the national standard, you must:

You must show you are consistently:

- | | |
|---|---|
| <ol style="list-style-type: none">1 Evaluate available information and consult with others to prepare a realistic budget for the respective area or activity of work.2 Submit the proposed budget to the relevant people in the organisation for approval and to assist the overall financial planning process.3 Discuss and, if appropriate, negotiate the proposed budget with the relevant people in the organisation and agree the final budget.4 Use the agreed budget to actively monitor and control performance for the respective area or activity of work.5 Identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from the relevant people if required.6 Propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people in the organisation.7 Provide ongoing information on performance against the budget to relevant people in your organisation.8 Advise the relevant people as soon as possible if you have identified evidence of potentially fraudulent activities.9 Gather information from implementation of the budget to assist in the preparation of future budgets. | <ol style="list-style-type: none">1 Presenting information clearly, concisely, accurately and in ways that promote understanding.2 Acting within the limits of your authority.3 Showing integrity, fairness and consistency in decision-making.4 Saying no to unreasonable requests.5 Using communication styles that are appropriate to different people and situations.6 Taking and implementing difficult and/or unpopular decisions, if necessary.7 Responding quickly to crises and problems with a proposed course of action. |
|---|---|

UNIT DR5F 04 (A27) Manage a budget

Element 1 (A27.1) Manage a budget

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT DR7K 04 (A319) Recruit, select and keep colleagues

This Unit has the following element:

Element 1 (A319.1) Recruit, select and keep colleagues

Unit Summary

Managers have responsibility for making sure that the most suitable people are employed (directly or indirectly) by the organisation. Recruitment and selection are important aspects of this, but it is also important that the organisation keeps the people it needs. 'Colleagues' covers all types of staff, whether they are full time or part time, paid or voluntary. The process of recruiting and selecting covers people coming into a department or team as well as the people who are entering the organisation itself. Managers do not have to be responsible for recruitment into the organisation to undertake this Unit.

This Unit is taken from the generic standards developed by the Management Standards Centre where it appears as Unit D3.

Target Group

The Unit is recommended for team leaders, first line and middle managers.

This Unit will provide some evidence for the following SQA Core Skills:

Communication Intermediate 2
Numeracy Intermediate 2
Problem Solving Intermediate 2
Working with Others Higher

UNIT DR7K 04 (A319) Recruit, select and keep colleagues

Knowledge and Understanding for the whole Unit

To be competent in this Unit, you must know and understand the following:

General Knowledge and Understanding

- K1 Principles of effective communication and how and when to apply them.
- K2 Legislation and requirements relating to employment, workers' welfare and rights, health and safety.
- K3 How to take account of diversity issues when recruiting and selecting people and keeping colleagues.
- K4 How and when to use different selection processes, including CVs, interviews, and assessment centres.
- K5 How to undertake succession planning.
- K6 The types of development opportunity that can be used to help people fulfil their potential.

Playwork specific Knowledge and Understanding

- K7 Types of employment agreement typically used within the industry/sector.
- K8 Patterns for employing, recruiting and keeping people.
- K9 Skills shortages and gaps in the workforce.
- K10 Training and development issues, and specific initiatives and arrangements that apply within the industry/sector.
- K11 Working culture and practices of the industry/sector.

Knowledge and Understanding relevant to your organisation

- K12 Employment agreements made with colleagues working for the organisation.
- K13 Factors affecting the organisation's strategy for recruiting and keeping people.
- K14 Local employment market conditions.
- K15 Recruitment and selection procedures used in the organisation.
- K16 The organisation's structure, values and culture.
- K17 Requirements of work roles.
- K18 The organisation's policies on health and safety, diversity, equal opportunities, and flexible working arrangements.
- K19 The organisation's policies and processes for staff development.
- K20 Skills, knowledge, understanding and experience of colleagues.

UNIT DR7K 04 (A319) Recruit, select and keep colleagues

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

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UNIT DR7K 04 (A319) Recruit, select and keep colleagues

Element 1 (A319.1) Recruit, select and keep colleagues

Performance Criteria

Behaviours

To meet the national standard, you must:

You must show you are consistently:

- | | |
|---|---|
| 1 Explore alternative ways of filling vacant posts. | 1 Recognising the opportunities presented by the diversity of people. |
| 2 Identify the work roles for which you definitely need new recruits. | 2 Working to turn unexpected events into opportunities rather than threats. |
| 3 Specify the skills, knowledge and understanding, experience and other attributes essential for the identified work roles and what is desirable but not essential. | 3 Trying out new ways of working. |
| 4 Ensure that information on the work roles is clearly communicated to potential applicants and in line with the organisation's recruitment and selection procedures. | 4 Seeking to understand people's needs and motivations. |
| 5 Judge applicants against the skills, knowledge and understanding, experience and other attributes specified for the work roles. | 5 Balancing collective interests with the interests of your own area of work. |
| 6 Ensure that recruitment, selection and retention activities are operated fairly. | 6 Taking and implementing difficult and/or unpopular decisions, if necessary. |
| 7 Recruit and select people to achieve the organisation's aims, as outlined in job specifications. | 7 Encouraging and supporting others to make the best use of their abilities. |
| 8 Operate processes for recruiting, selecting and keeping people to encourage the development of a diverse workforce. | 8 Acting within the limits of your authority. |
| 9 Identify other ways of filling positions in the future. | |
| 10 Suggest changes to reward packages and conditions of employment where these are not competitive enough to recruit and keep suitable people. | |
| 11 Offer development opportunities that encourage colleagues to improve their career prospects. | |
| 12 Encourage colleagues to express themselves and fulfil their potential in the organisation. | |
| 13 Give colleagues the opportunity to transfer from other parts of the organisation where appropriate. | |

UNIT DR7K 04 (A319) Recruit, select and keep colleagues

Element 1 (A319.1)

Recruit, select and keep colleagues

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT DR7C 04 (A321) Provide learning opportunities for colleagues

This Unit has the following element:

Element 1 (A321.1) Provide learning opportunities for colleagues

Unit Summary

This Unit is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs. Encouraging colleagues to take responsibility for their own learning is an aspect of this Unit as is your role in providing an ‘environment’, for example, in your team or area of responsibility, in which learning is valued. For the purposes of this Unit, ‘colleagues’ means those people for whom you have line management responsibility.

This Unit is taken from the generic standards developed by the Management Standards Centre where it appears as Unit D7.

Target Group

The Unit is recommended for team leaders, first line managers, middle managers and senior managers.

This Unit will provide some evidence for the following SQA Core Skills:

Communication Higher
Numeracy Intermediate 1
Problem Solving Intermediate 1
Working with Others Intermediate 2

Keywords

What we mean by some of the words used in this Unit	
Colleagues	Those people for whom you have line management responsibility.
Development plan	An individual plan that shows what the colleague needs to learn and how and when this learning will happen.
Learning activities	See learning opportunities.
Learning needs	What colleagues need to learn in order to be successful in their current or future responsibilities.
Learning opportunities	Any activities, structured or unstructured that help people develop in their job role; examples include formal training delivered by yourself or others, coaching and mentoring, work shadowing, work placements, attendance at conferences, personal research etc.
Learning styles	How individuals like to learn; for example, some people prefer ‘taught’ training or education; others appreciate learning through practical work-based activity.
Specialist expertise	For example, playwork trainers.
Unplanned learning opportunities	Opportunities that may arise naturally in the course of their work or wider life experiences.

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UNIT DR7C 04 (A321) Provide learning opportunities for colleagues

Knowledge and Understanding for the whole Unit

To be competent in this Unit, you must know and understand the following:

General Knowledge and Understanding

- K1 The benefits of learning for individuals and organisations and how to promote these to colleagues.
- K2 Ways in which you can develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised.
- K3 Why it is important to encourage colleagues to take responsibility for their own learning.
- K4 How to provide fair, regular and useful feedback to colleagues on their work performance.
- K5 How to identify learning needs based on identified gaps between the requirements of colleagues' work-roles and their current knowledge, understanding and skills.
- K6 How to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues.
- K7 The range of different learning styles and how to support colleagues in identifying the particular learning style(s) or combination of learning styles which works best for them.
- K8 Different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees, substitute staff).
- K9 How/where to identify and obtain information on different learning activities.
- K10 Why it is important for colleagues to have a written development plan and what it should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources).
- K11 How to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound).
- K12 Sources of specialist expertise in relation to identifying and providing learning for colleagues.
- K13 What type of support colleagues might need to undertake learning activities, the resources needed and the types of obstacles they may face and how they can be resolved.
- K14 How to evaluate whether a learning activity has achieved the desired learning objectives.
- K15 The importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes.
- K16 How to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for colleagues.

Playwork specific Knowledge and Understanding

- K17 Playwork requirements for the development or maintenance of knowledge, skills and understanding and professional development.
- K18 Learning issues and specific initiatives and arrangements that apply within the field of playwork.
- K19 Working culture and practices playwork sector.

Knowledge and Understanding relevant to your organisation

- K20 Relevant information on the purpose, objectives and plans of your team or area of responsibility or the wider organisation.
- K21 The work roles of colleagues, including the limits of their responsibilities and their personal work objectives.
- K22 The current knowledge, understanding and skills of colleagues.
- K23 Identified gaps in the knowledge, understanding and skills of colleagues.
- K24 Identified learning needs of colleagues.
- K25 Learning style(s) or combinations of styles preferred by colleagues.
- K26 The written development plans of colleagues.

UNIT DR7C 04 (A321) Provide learning opportunities for colleagues

Knowledge and Understanding for the whole Unit (cont)

- K27 Sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for colleagues.
- K28 Learning activities and resources available in/to your organisation.
- K29 Your organisation's policies in relation to equality and diversity.
- K30 Your organisation's policies and procedures in relation to learning.
- K31 Your organisation's performance appraisal systems.

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UNIT DR7C 04 (A321) Provide learning opportunities for colleagues

Element 1 (A321.1) Provide learning opportunities for colleagues

Performance Criteria

To meet the national standard, you must:

- 1 Promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised.
- 2 Give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve.
- 3 Work with colleagues to identify and prioritise learning needs based on any gaps between the requirements of their work roles and their current knowledge, understanding and skills.
- 4 Help colleagues to identify the learning style(s) or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities.
- 5 Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs.
- 6 Discuss and agree, with each colleague, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales.
- 7 Work with colleagues to recognise and make use of unplanned learning opportunities.
- 8 Seek and make use of specialist expertise in relation to identifying and providing learning for colleagues.
- 9 Support colleagues in undertaking learning activities making sure any required resources are made available and making efforts to remove any obstacles to learning.
- 10 Evaluate, in discussion with each colleague, whether the learning activities they have undertaken have achieved the desired outcomes and provide positive feedback on the learning experience.

Performance Criteria (cont)

- 11 Work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes.
- 12 Encourage colleagues to take responsibility for their own learning, including practising and reflecting on what they have learned.

Behaviours

You must show you are consistently:

- 1 Recognising the opportunities presented by the diversity of people.
- 2 Finding practical ways to overcome barriers.
- 3 Making time available to support others.
- 4 Seeking to understand individuals' needs, feelings and motivations and taking an active interest in their concerns.
- 5 Encouraging and supporting others to make the best use of their abilities.
- 6 Recognising the achievements and the success of others.
- 7 Inspiring others with the excitement of learning.
- 8 Confronting performance issues and sorting them out directly with the people involved.
- 9 Saying no to unreasonable requests.
- 10 Showing integrity, fairness and consistency in decision making.

UNIT DR7C 04 (A321) Provide learning opportunities for colleagues

Element 1 (A321.1)

Provide learning opportunities for colleagues

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT DR3Y 04 (A320) Allocate and monitor the progress and quality of work in your area of responsibility

This Unit has the following element:

Element 1 (A320.1) Allocate and monitor the progress and quality of work in your area of responsibility

Unit Summary

This Unit is about ensuring that the work required in your area of responsibility is effectively planned and fairly allocated to individuals and/or teams. It also involves monitoring the progress and quality of the work of individuals and/or teams to ensure that the required level or standard of performance is being met and reviewing and updating plans of work in the light of developments.

The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

This Unit is taken from the generic standards developed by the Management Standards Centre where it appears as Unit D6.

Target Group

The Unit is recommended for first line managers and middle managers.

This Unit will provide some evidence for the following SQA Core Skills:

Communication Higher
Numeracy Intermediate 2
Problem Solving Higher
Working with Others Higher

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UNIT DR3Y 04 (A320) Allocate and monitor the progress and quality of work in your area of responsibility

Knowledge and Understanding for the whole Unit

To be competent in this Unit, you must know and understand the following:

General Knowledge and Understanding

- K1 How to select and successfully apply different methods for communicating with people across an area of responsibility.
- K2 The importance of confirming/clarifying the work required in your area of responsibility with your manager and how to do this effectively.
- K3 How to identify and take due account of health and safety issues in the planning, allocation and monitoring of work.
- K4 How to produce a plan of work for your area of responsibility, including how to identify any priorities or critical activities and the available resources.
- K5 The importance of seeking views from people working in your area and how to take account of their views in producing the plan of work.
- K6 Why it is important to allocate work to individuals and/or teams on a fair basis and how to do so effectively.
- K7 Why it is important that individuals and/or teams are briefed on allocated work and the standard or level of expected performance and how to do so effectively.
- K8 The importance of showing individuals and/or teams how their work fits with the vision and objectives of the area and those of the organisation.
- K9 Ways of encouraging individuals and/or teams to ask questions and/or seek clarification in relation to the work which they have been allocated.
- K10 Effective ways of regularly and fairly monitoring the progress and quality of work of individuals and/or teams against the standards or level of expected performance.
- K11 How to provide prompt and constructive feedback to individuals and/or teams.
- K12 Why it is important to monitor your area for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively.
- K13 Why it is important to identify unacceptable or poor performance by individuals and/or teams and how to discuss the cause(s) and agree ways of improving performance with them.
- K14 The type of problems and unforeseen events that may occur and how to support individuals and/or teams in dealing with them.
- K15 The additional support and/or resources which individuals and/or teams might require to help them complete their work and how to assist in providing this.
- K16 How to select and successfully apply different methods for encouraging, motivating and supporting individuals and/or teams to complete the work they have been allocated, improve their performance and for recognising their achievements.
- K17 How to log information on the ongoing performance of individuals and/or teams and use this information for formal performance appraisal purposes.
- K18 The importance of reviewing and updating plans of work for your area in the light of developments, how to reallocate work and resources and clearly communicate the changes to those affected.

Playwork specific Knowledge and Understanding

- K19 Industry/sector requirements for the development or maintenance of knowledge, understanding and skills.
- K20 Industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work.

UNIT DR3Y 04 (A320) Allocate and monitor the progress and quality of work in your area of responsibility

Knowledge and Understanding for the whole Unit (cont)

Knowledge and Understanding relevant to your organisation

- K21 The individuals and/or teams in your area of responsibility.
- K22 The vision and objectives for your area of responsibility.
- K23 The vision and objectives of the overall organisation.
- K24 The work required in your area of responsibility.
- K25 The available resources for undertaking the required work.
- K26 The plan of work for your area of responsibility.
- K27 The organisation's written health and safety policy statement and associated information and requirements.
- K28 Your organisation's policy and procedures in terms of personal development.
- K29 Organisational standards or level of expected performance.
- K30 Organisational policies and procedures for dealing with poor performance.
- K31 Organisational grievance and disciplinary policies and procedures.
- K32 Organisational performance appraisal systems.

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UNIT DR3Y 04 (A320) Allocate and monitor the progress and quality of work in your area of responsibility

Element 1 (A320.1) Allocate and monitor the progress and quality of work in your area of responsibility

Performance Criteria

To meet the national standard, you must:

- 1 Explore alternative ways of filling vacant posts.
- 2 Confirm the work required in your area of responsibility with your manager and seek clarification, where necessary, on any outstanding points and issues.
- 3 Plan how the work will be undertaken, seeking views from people in your area of responsibility, identifying any priorities or critical activities and making best use of the available resources.
- 4 Ensure that work is allocated to individuals and/or teams on a fair basis taking account of skills, knowledge and understanding, experience and workloads and the opportunity for development.
- 5 Ensure that individuals and/or teams are briefed on allocated work, showing how it fits with the vision and objectives for the area and the overall organisation, and the standard or level of expected performance.
- 6 Encourage individuals and/or team members to ask questions, make suggestions and seek clarification in relation to allocated work.
- 7 Monitor the progress and quality of the work of individuals and/or teams on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.
- 8 Support individuals and/or teams in identifying and dealing with problems and unforeseen events.
- 9 Motivate individual and/or teams to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.
- 10 Monitor your area for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.

Performance Criteria (cont)

- 11 Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with individuals and/or teams.
- 12 Recognise successful completion of significant pieces of work or work activities by individuals and/or teams.
- 13 Use information collected on the performance of individuals and/or teams in any formal appraisals of performance.
- 14 Review and update plans of work for your area, clearly communicating any changes to those affected.

Behaviours

You must show you are consistently:

- 1 Recognising changes in circumstances promptly and adjusting plans and activities accordingly.
- 2 Prioritising objectives and planning work to make best use of time and resources.
- 3 Making time available to support others.
- 4 Taking personal responsibility for making things happen.
- 5 Showing an awareness of your own values, motivations and emotions.
- 6 Showing integrity, fairness and consistency in decision-making.
- 7 Clearly agreeing what is expected of others and holding them to account.
- 8 Seeking to understand people's needs and motivations.
- 9 Taking pride in delivering high quality work.
- 10 Vigilant for possible risks and hazards.
- 11 Encouraging and supporting others to make the best use of their abilities.
- 12 Using a range of leadership styles appropriate to different people and situations.

UNIT DR3Y 04 (A320) Allocate and monitor the progress and quality of work in your area of responsibility

Element 1 (A320.1) Allocate and monitor the progress and quality of work in your area of responsibility

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____ **Date:** _____

Assessor: _____ **Date:** _____

Internal Verifier: _____ **Date:** _____

Glossary of terms

Advisor	A person who carries out, either singly or in combination, the functions of advising a candidate, collecting evidence of his or her competence on behalf of the assessor and authenticating the work candidates have undertaken. A mentor might also provide witness testimony.
Assessment	The process of generating and collecting evidence of a candidate's performance and judging that evidence against defined criteria.
Assessor	The person designated in a centre to be responsible for collecting evidence of candidates' competence, judging it and recording achievement.
Authentication	The process by which an advisor or assessor confirms that an assessment has been undertaken by a candidate and that all regulations governing the assessment have been observed.
Candidate	The person enrolling for an SQA qualification.
Centre	The college, training organisation or workplace where SQA qualifications are delivered and assessed.
Element of competence	Statements which define the products of learning. The statements describe the activities that the candidate needs to perform in order to achieve the unit. They contain Performance Criteria and sometimes statements on range and evidence. (see outcome)
Evidence	materials the candidate has to provide as proof of his or her competence against specified performance criteria.
Evidence requirements	Specify the evidence that must be gathered to show that the candidate has met the standards laid down in the Performance Criteria.
External verifier	The person appointed by the SQA who is responsible for the quality assurance of a centre's provision. An external verifier is often appointed on a subject area basis or for cognate groups of Units.
Instrument of assessment	A means of generating evidence of the candidate's performance.
Internal verifier	The person appointed from within the centre who ensures that assessors apply the standards uniformly and consistently.
Observation	A means of assessment in which the candidate is observed carrying out tasks that reflect the Performance Criteria given in Outcomes.
Outcome	Statement which defines the products of learning. They describe the activities the candidate has to perform to achieve the Unit, and contain Performance Criteria, and, sometimes, statements on range and evidence (see elements of competence).
Performance Criteria	Statements which describe the standard to which candidates must perform the activities which are stated in the Outcome.

Portfolio	A compilation of evidence which can form the basis for assessment. The portfolio is commonly used in SVQ awards and in alternative routes to assessment such as APL and credit transfer.
Product evaluation	A means of assessment which enables the quality of a product produced by the candidate, rather than the process of producing it, to be evaluated.
Range/Scope	A statement in the Unit which specifies the different contexts in which the activities described in the outcome have to be demonstrated. Where they appear, range/scope statements are mandatory.

Section 4 — Blank recording forms

This section consists of the blank forms referred to in Section 2 for you to photocopy. You may find these useful when compiling your portfolio.

Portfolio title page

Your name: _____

Job title: _____

Name of Employer/
Training Provider/
College: _____

Their address: _____

Tel no: _____

SVQ: _____

Level: _____

Units submitted for assessment:

Mentor: _____

(Please provide details
of Mentor's experience) _____

Assessor: _____

Date: _____

Personal profile

Name

Address

Postcode

Tel no **Home:** **Work:**

Job title

Description of your current job **Relevant experience**

Previous work experience

Qualifications and training

Continued overleaf

**Qualifications and Training
(continued)**



Voluntary work/interests



**Name of Employer/Training
Provider/College**



Address



Postcode



Tel no



Type of Business



Number of Staff



**Structure of organisation
(include chart or diagram if
available)**



Contents checklist

You might also find it useful to complete the following checklist as you work your way through your portfolio. This will help you to see if you have included all the relevant items. Once you have completed your portfolio, you will be able to use this checklist again as a contents page, by inserting the relevant page or section numbers in the right hand column.

	Completed?	Page/Section number
Title page for the portfolio	<input type="checkbox"/>	
Personal profile		
◆ your own personal details	<input type="checkbox"/>	
◆ a brief CV or career profile	<input type="checkbox"/>	
◆ description of your job	<input type="checkbox"/>	
◆ information about your employer/training provider/college	<input type="checkbox"/>	
Unit Assessment Plans	<input type="checkbox"/>	
Unit progress record	<input type="checkbox"/>	
Completed Element Achievement Records for each unit		
◆ signed by yourself, your assessor and the internal verifier (where relevant)	<input type="checkbox"/>	
◆ Evidence reference numbers included	<input type="checkbox"/>	
Index of evidence (with cross-referencing information completed)	<input type="checkbox"/>	
Evidence (with reference numbers)		
◆ observation records	<input type="checkbox"/>	
◆ details of witnesses (witness testimony sheets)	<input type="checkbox"/>	
◆ personal statements	<input type="checkbox"/>	
◆ products of performance	<input type="checkbox"/>	

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Units, elements, pcs, and range covered

Candidate signature: _____ Date: _____

Observation record

Unit/Element(s): _____

Candidate: _____ Date of observation: _____

Evidence index number: _____

Skills/activities observed:	PCs and range covered:

Knowledge and understanding apparent from this observation:

Other units/elements to which this evidence may contribute:

Assessor comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor's signature: _____ Date: _____

Candidate's signature: _____ Date: _____

Record of questions and candidate's answers

Unit:	Element(s):
Evidence index number:	
Circumstances of assessment:	
List of questions and candidate's responses: Q: A: Q: A: Q: A: Q: A: Q: A:	
Assessor's signature:	Date:
Candidate's signature	Date:

UNIT:

Element

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

Scottish Qualifications Authority

Portfolio: Playwork level 3

We hope this portfolio was appropriate to your needs. We welcome feedback on our products and services. If you have any comments on this document, please use this form to let us know about them. Thank you.

Comments

Please return this form to:

Development Co-ordination Unit
Scottish Qualifications Authority
The Optima Building
58 Robertson Street
Glasgow G2 8DQ

A0110106

Optional information:

Name:

Organisation: