

SVQ in Playwork Level 4

Candidate Guidance and Portfolio

Award Code: G84X 24

Candidate name:

Publication code: Z0213

The National Occupational Standards which form the basis of this award were developed by SkillsActive. This document is for candidate use only and should not be used as a substitute for the National Occupational Standards.

Published by the Scottish Qualifications Authority
The Optima Building, Ironmills Road,
58 Robertson Street, Dalkeith,
Glasgow G2 8DQ Midlothian EH22 1LE

© Scottish Qualifications Authority 2006

Index

Section	Contents	Page
1	General information about SVQs <ul style="list-style-type: none">— Introducing SVQs— Who offers SVQs?— What is the structure of an SVQ?— An example of an SVQ Element— How are SVQs achieved?— How are SVQs assessed?— Who does what in SVQs?— What is evidence?— When can simulation be used?— Integration of assessment	3
2	How to compile your portfolio (including worked examples) <ul style="list-style-type: none">— General information— Evidence Collection Process— Planning your portfolio— Starting your portfolio— Contents checklist— Collecting your evidence— Presenting your evidence— Referencing your evidence— Worked examples<ul style="list-style-type: none">1 – Index of evidence2 – Unit progress record3 – Element achievement record4 – Personal statement5 – Observation record6 – Witness testimony7 – Record of questions and candidate's answers	11
3	The units and the recording documents for your SVQ <ul style="list-style-type: none">— The structure of the SVQ in Playwork level 4— Unit Progress Record— Units— Glossary of terms	25

Section	Contents	Page
4	Blank recording forms	235
	— Portfolio title page	
	— Personal profile	
	— Contents checklist	
	— Index of evidence	
	— Personal statement / Reflective account	
	— Observation record	
	— Witness testimony	
	— Record of questions and answers	
	— Element Achievement Record	

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

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

You must ensure that you:

- 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

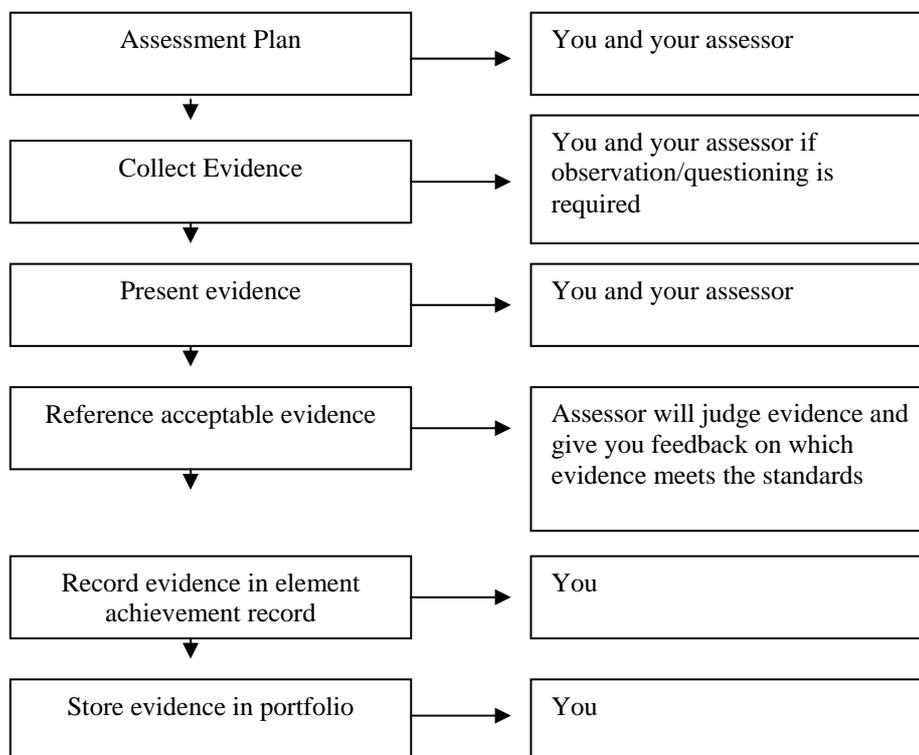
A portfolio, like a log book, is a way of recording evidence of your achievements. It is a collection of different items of evidence which indicates that you have the required skills, knowledge and understanding to support your claim to a qualification.

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
<i>Pieces of evidence</i>
<i>Glossary of terms</i>
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	Evidence index number	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
2/6/02	3	<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</p> <p>PW2.1 pc 6, scope 3,4</p> <p>PW2.2 pc 4, PW1.1 pc 5,6</p> <p>PW1.1 pc 9, PW2.1 pc 5, PW2.3 pc 4</p> <p>PW2.3 pc 2,3,4 PW1.1 pc 4</p> <p>PW1.2 pc 5, PW3.2 pc 4</p> <p>PW2.4 pc 1, scope a2,4,5, b1,2</p> <p>PW2,4 pc 4</p> <p>PW2.3 pc 4</p> <p>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):

A1/A2 or D32 / D33 Award

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

This page is intentionally blank

Section 3 — The units and recording documents for your SVQ

Unit Progress Record

Qualification and level: **Playwork level 4**

Candidate: _____

To achieve the whole qualification, you must prove competence in all **four mandatory** Units plus any **five 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	PW16	PW17	D16	PW10						
Optional	A28	A29	A319	A322	A320	A321	A42	PW18	PW19	PW20
	PW21	PW22	PW23							

Mandatory units (*all units should be completed*)

SQA Unit Number	SSC Unit Number	Title	Assessor	Internal Verifier	Date
DVIT 04	PW16	Work with colleagues and other partners to develop an organisational framework for play			
DVID 04	PW17	Develop, manage and review operational plans for play provision			
DVIF 04	D16	Establish and develop working relationships			
DVIM 04	PW10	Reflect on and develop practice			

Optional Units:

Candidates must achieve four of the following units:

DR6E 04	A28	Obtain additional finance for the organisation			
---------	-----	--	--	--	--

DR5T 04	A29	Manage finance for your area of responsibility			
DR7K 04	A319	Recruit, select and keep colleagues			
DR75 04	A322	Provide leadership in your area of responsibility			
DR3Y 04	A320	Allocate and monitor the progress and quality of work in your area of responsibility			
DR7C 04	A321	Provide learning opportunities for colleagues			
DVIL 04	A42	Provide information to support decision making			
DVIH 04	PW18	Obtain the facilities and services required for play provision			
DVIG 04	PW19	Manage and develop play facilities and services			
DVIW 04	PW20	Work with other organisations, agencies and professionals			
DVI9 04	PW21	Develop and implement procedures to safeguard children and young people			
DVIN 04	PW22	Research, design and facilitate possibilities for self-directed play			
DVIR 04	PW23	Support others in accessing the resources they need to provide play			

UNIT DVIT 04 (PW16) Work with colleagues and other partners to develop an organisational framework for play

This Unit has the following elements:

Element 1 (PW16.1)	Research and analyse the value and importance of play and playwork to children and young people
Element 2 (PW16.2)	Research and analyse the social, economic, political and ethical context
Element 3 (PW16.3)	Evaluate your findings to develop playwork policy and practice

Unit Summary

This Unit is about researching key aspects of play and playwork theory and practice, comparing best practice with the context in which you operate and seeking to influence the policies and practices of your organisation to align it with best practice.

Target Group

The Unit is for you if you have some responsibility for developing your organisation's policies and practices in regard to play and playwork practice 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 Higher
 Numeracy Intermediate 1
 Working with Others Higher
 Problem Solving Higher
 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.
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.
Intervention	Anything that adults do that affects the way children play.

UNIT DVIT 04 (PW16) Work with colleagues and other partners to develop an organisational framework for play

Keywords (cont)

What we mean by some of the words used in this Unit	
Play	Play is freely chosen, personally directed and intrinsically motivated.
Play resources	Equipment and materials that will stimulate play: natural materials (such as earth, water, sand, clay or wood); construction materials (such as blocks); computer and IT equipment; communication resources (resources to support speaking, listening, reading and writing); 'loose parts' (items that can be moved from place to place, carried, rolled, lifted, piled one on top of the other or combined to create new structures or experiences); real tools (such as carpentry or cooking equipment); bikes, trolleys, swings, climbing structures and ropes; paints, drawing equipment, modelling and fabrics; music, colours, scientific and mathematical equipment (such as clocks and calendars); dressing up materials, mirrors, cameras, videos to enable children to explore their own identity; items or experiences (such as poetry and literature) that allow for reflection about abstract concepts.
Play types	<p>Broad categories that describe the way children and young people play. Current research suggests there are fifteen or sixteen play types but these may change in the light of ongoing research. Commonly agreed play types include:</p> <ul style="list-style-type: none"> ◆ symbolic play ◆ rough and tumble ◆ socio-dramatic play ◆ social play ◆ creative play ◆ communication play ◆ dramatic play ◆ deep play ◆ exploratory play ◆ fantasy play ◆ imaginative play ◆ locomotor play ◆ mastery play ◆ object play ◆ role play
Relevant Colleagues	For example, team members, other staff working at the same level as yourself, line or project manager, management committee.
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.

UNIT DVIT 04 (PW16) Work with colleagues and other partners to develop an organisational framework for play

Keywords (cont)

What we mean by some of the words used in this Unit	
Risk management	Following procedures that keep risk to an acceptable level always bearing in mind that children and young people need to experience and learn to manage risk for themselves and that this is an important aspect of their development.
Transitions	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.

UNIT DVIT 04 (PW16) Work with colleagues and other partners to develop an organisational framework for play

Element 1 (PW16.1) Research and analyse the value and importance of play and playwork to children and young people

Performance Criteria

To meet the national standard, you must:

- 1 Identify and research relevant and up-to-date sources of information on play and playwork.
- 2 Analyse this information and identify **key aspects of play and playwork theory and practice** that are relevant to you and the children and young people you work with.
- 3 Share your analysis with relevant colleagues and partners in a way that will stimulate a response.
- 4 Discuss and evaluate the feedback you receive.
- 5 Identify which aspects of current play and playwork theory and practice are most relevant to your organisation and the needs of the children and young people you work with.
- 6 Review and update your research and evaluation on a regular basis.

Range

From your work you must show that you have researched the following:

- 1 **Key aspects of play and playwork theory and practice**
 - (a) nature and purpose of play
 - (b) play types
 - (c) play resources
 - (d) risk and risk management
 - (e) staffing
 - (f) strategies for adult intervention
 - (g) strategies for care and protection
 - (h) strategies for inclusion
 - (i) strategies for behaviour management
 - (j) strategies for managing transitions

Knowledge and Understanding

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

- K1 Relevant assumptions and values of playwork that apply to this unit.
- K2 The importance of an organisational framework for children and young people's play.
- K3 Academic theories from other disciplines, for example, psychology, biology and sociology that inform our understanding of play.
- K4 Sources of information that can be used to research current theory and practice in playwork and how to access these.
- K5 The values and assumptions of playwork, including the role of the playworker, and how these should inform an organisational framework for play.
- K6 Stages of child development and its implications for playwork practice.
- K7 Competing concepts of play provision, for example, socialisation and education, and how these should be evaluated from a playwork perspective.
- K8 The importance of inclusion to effective playwork practice.
- K9 The importance of consultation with colleagues and key stakeholders and how to carry out consultation exercises.
- K10 The importance of keeping research up-to-date.

This page is intentionally blank

UNIT DVIT 04 (PW16) Work with colleagues and other partners to develop an organisational framework for play

Element 2 (PW16.2) Research and analyse the social, economic, political and ethical context

Performance Criteria

To meet the national standard, you must:

- 1 Identify and research relevant and up-to-date sources of information on the context in which you and your organisation operates.
- 2 Analyse this information and identify **key features** that are relevant to you and the children and young people you work with.
- 3 Share your analysis with relevant colleagues and partners in a way that will stimulate a response.
- 4 Discuss and evaluate the feedback you receive.
- 5 Identify the key aspects of your research that are most relevant to your organisation and the needs of the children and young people that you work with.
- 6 Maintain your research and evaluation on a regular basis.

Range

From your work you must show that you have researched the following types of:

- 1 **Key features**
 - (a) social
 - (b) economic
 - (c) political
 - (d) ethical
 - (e) barriers to access

Knowledge and Understanding

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

- K11 The importance of understanding the social, economic, political and ethical context in which play provision takes place.
- K12 Sources of information you can use to carry out research into social, economic, political and ethical factors and how to access these.
- K13 The UN Convention on the Rights of the Child and how this affects play provision.
- K14 National legislation that impacts on playwork provision including legislation covering Disability and Equal Opportunities and legislation relating to children.
- K15 Constraints on children and young people's play in modern society.
- K16 The legal and administrative requirements that affect play provision.
- K17 Social policy as it affects play provision.
- K18 How wider issues, such as poverty, health, disability, race, gender and crime impact on play provision.

UNIT DVIT 04 (PW16) Work with colleagues and other partners to develop an organisational framework for play

Element 2 (PW16.2) Research and analyse the social, economic, political and ethical context

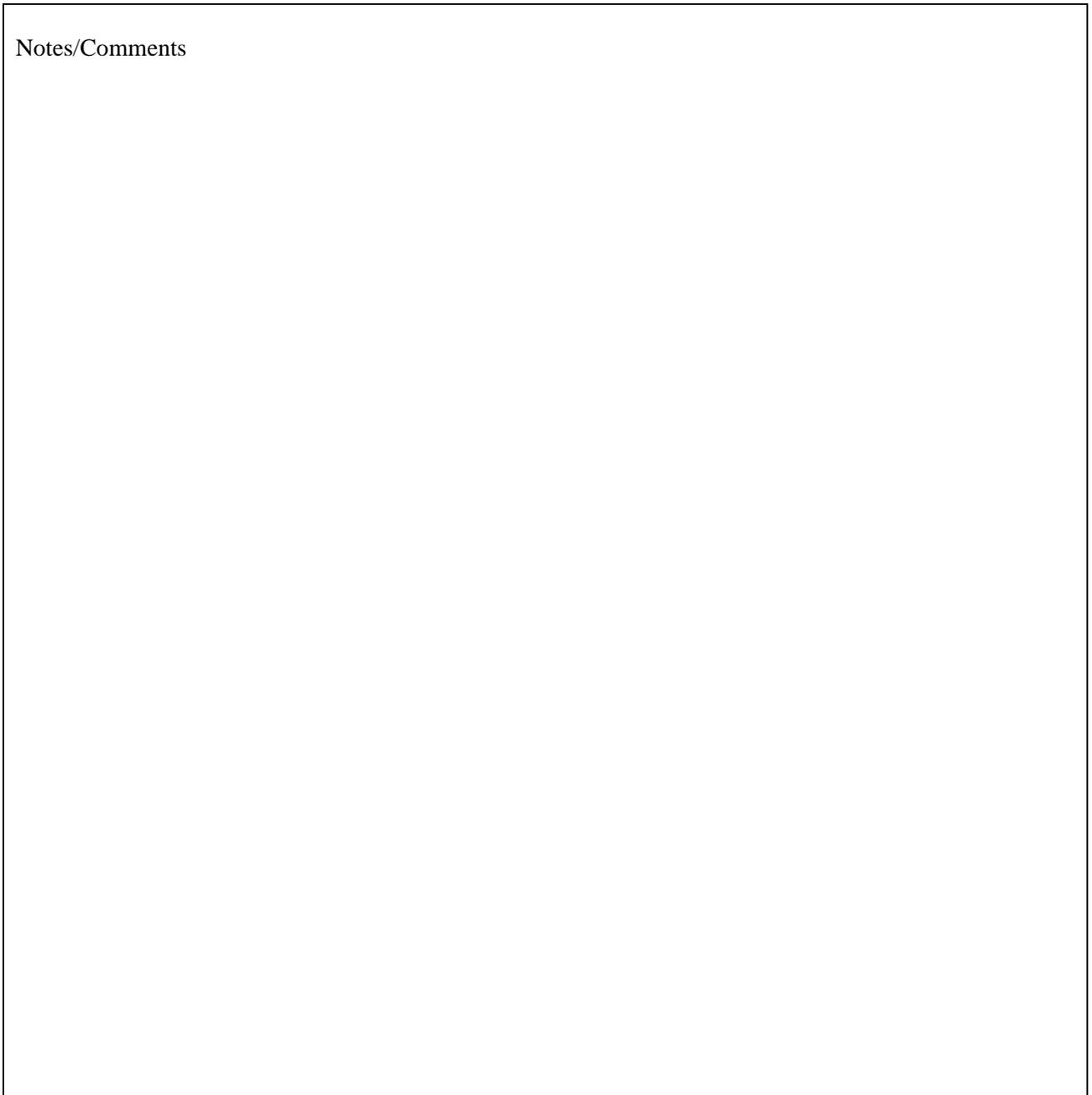
No	Description of Evidence	Performance Criteria						Range				
		1	2	3	4	5	6	1a	1b	1c	1d	1e

No	Description of Evidence	Knowledge and Understanding							
		K11	K12	K13	K14	K15	K16	K17	K18

UNIT DVIT 04 (PW16) Work with colleagues and other partners to develop an organisational framework for play

Element 2 (PW16.2) Research and analyse the social, economic, political and ethical context

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:** _____

This page is intentionally blank

UNIT DVIT 04 (PW16) Work with colleagues and other partners to develop an organisational framework for play

Element 3 (PW16.3) Evaluate your findings to develop playwork policy and practice

Performance Criteria

To meet the national standard, you must:

- 1 Evaluate your findings on play and playwork theory and practice in relation to the context in which you work.
- 2 Review your organisation's current framework for play and playwork.
- 3 Identify areas of **policy and practice** which could be improved to better meet the needs of children and young people with whom you work.
- 4 Develop suggestions for improving policy and practice in a way that will influence and persuade key decision makers.
- 5 Follow your organisation's procedures for suggesting ways in which policy and practice could be improved.

Range

From your work you must show that you have evaluated a framework for the following types of:

- 1 **Policy and practice** covering
 - (a) nature and purpose of play
 - (b) play types
 - (c) play resources
 - (d) risk and risk management
 - (e) staffing
 - (f) strategies for adult intervention
 - (g) strategies for care and protection
 - (h) strategies for inclusion
 - (i) strategies for behaviour management
 - (j) strategies for managing transitions

Knowledge and Understanding

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

- K19 How to apply key aspects of playwork theory to the context in which you are operating as a playworker.
- K20 The importance of your organisation having policies to cover: nature and purpose of play, play types, play resources, risk and risk management, staffing, adult intervention, care and protection and inclusion.
- K21 Sources of information on how to develop such policies.
- K22 How to assess and evaluate your organisation's current framework in the light of your research.
- K23 The purpose of policies and how policies can be designed to uphold and promote children and young people's rights.
- K24 Opportunities to influence policy within your organisation.

UNIT DVID 04 (PW17) Develop, manage and review operational plans for play provision

This Unit has the following elements:

Element 1 (PW17.1)	Develop operational plans for play provision
Element 2 (PW17.2)	Manage change in provision
Element 3 (PW17.3)	Ensure the implementation of your organisation's values, policies and procedures
Element 4 (PW17.4)	Review operational plans for provision

Unit Summary

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

Target Group

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

This Unit will provide some evidence for the following SQA core skills:

Communication Higher
Working with Others Higher
Problem Solving Higher

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.
Play opportunities	Opportunities for children and young people to engage in self-directed, freely chosen play.

UNIT DVID 04 (PW17) Develop, manage and review operational plans for play provision

Keywords(cont)

What we mean by some of the words used in this Unit	
Play resources	Equipment and materials that will stimulate play: natural materials (such as earth, water, sand, clay or wood); construction materials (such as blocks); computer and IT equipment; communication resources (resources to support speaking, listening, reading and writing); 'loose parts' (items that can be moved from place to place, carried, rolled, lifted, piled one on top of the other or combined to create new structures or experiences); real tools (such as carpentry or cooking equipment); bikes, trolleys, swings, climbing structures and ropes; paints, drawing equipment, modelling and fabrics; music, colours, scientific and mathematical equipment (such as clocks and calendars); dressing up materials, mirrors, cameras, videos to enable children to explore their own identity; items or experiences (such as poetry and literature) that allow for reflection about abstract concepts.
Play types	<p>Broad categories that describe the way children and young people play. Current research suggests there are fifteen or sixteen play types but these may change in the light of ongoing research. Commonly agreed play types include:</p> <ul style="list-style-type: none"> ◆ symbolic play ◆ rough and tumble ◆ socio-dramatic play ◆ social play ◆ creative play ◆ communication play ◆ dramatic play ◆ deep play ◆ exploratory play ◆ fantasy play ◆ imaginative play ◆ locomotor play ◆ mastery play ◆ object play ◆ role 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.
Risk management	Following procedures that keep risk to an acceptable level always bearing in mind that children and young people need to experience and learn to manage risk for themselves and that this is an important aspect of their development.
Transitions	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.

This page is intentionally blank

UNIT DVID 04 (PW17) Develop, manage and review operational plans for play provision

Element 1 (PW17.1) Develop operational plans for play provision

Performance Criteria

To meet the national standard, you must:

- 1 Make sure your operational plan reflects the strategy, policies and values of your organisation.
- 2 Clearly set out the **targets and outcomes** for providing for children and young people.
- 3 Negotiate responsibility for achieving these **targets and outcomes** with individuals and teams in your area of responsibility.
- 4 Allocate **resources** to each objective in your plan.
- 5 Identify what changes may be necessary to implement your operational plan.
- 6 Share your plan with key colleagues and other partners and take account of their feedback.

Range

From your work you must show that you have researched the following:

- 1 **Targets and outcomes** for
 - (a) provision of play opportunities
 - (b) care and protection
 - (c) inclusion
 - (d) marketing and promotion
 - (e) partnership working

allocating the following:

- 2 **Resources**
 - (a) people
 - (b) finance
 - (c) facilities and equipment

Knowledge and Understanding

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

- K1 The assumptions and values of playwork relevant to this Unit.
- K2 The principles and methods of operational planning in a play work context.
- K3 How to identify the key targets and outcomes that an operational plan should address.
- K4 The principles and methods of negotiation with work colleagues.
- K5 How to identify, quantify and allocate the resources needed to support an operational plan for playwork.
- K6 How to identify and obtain resources needed to ensure inclusion of children who traditionally experience barriers to access.
- K7 The principles and methods of consultation within your organisation.

This page is intentionally blank

UNIT DVID 04 (PW17) Develop, manage and review operational plans for play provision

Element 2 (PW17.2) Manage change in provision

Performance Criteria

To meet the national standard, you must:

- 1 Make sure that all **those involved** understand the need for and benefits of proposed changes.
- 2 Encourage **those involved** to identify the implications of change.
- 3 Identify any obstacles to change and work with all **those involved** to identify and implement ways of overcoming these obstacles.
- 4 Make sure that individuals and teams in your area of responsibility understand their responsibilities in regard to proposed changes.
- 5 Negotiate and agree a schedule for change with all **those involved**.
- 6 Provide support to those involved in the change process.
- 7 Monitor progress and keep all **those involved** informed.

Knowledge and Understanding

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

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

Range

From your work you must show that you have managed change for the following types of:

- 1 **Those involved**
 - (a) children and young people
 - (b) parents and carers
 - (c) individuals and teams in your area of responsibility
 - (d) colleagues
 - (e) key partners

including the following types of:

- 2 **Changes in**
 - (a) provision of play opportunities
 - (b) care and protection
 - (c) inclusion
 - (d) marketing and promotion
 - (e) partnership working
 - (f) behaviour management

This page is intentionally blank

UNIT DVID 04 (PW17) Develop, manage and review operational plans for play provision

Element 3 (PW17.3) Ensure the implementation of your organisation's values, policies and procedures

Performance Criteria

To meet the national standard, you must:

- 1 Establish ways of communicating **values, policies and procedures** to colleagues and key partners.
- 2 Make sure that colleagues and key partners understand your **values, policies and procedures** and why they are important.
- 3 Provide an effective role model for your organisation's **values, policies and procedures**.
- 4 Monitor the implementation of **values, policies and procedures** in your area of responsibility.
- 5 Provide support to individuals and colleagues in your area of responsibility when necessary.
- 6 Identify and challenge words and behaviour that conflict with agreed **values, policies and procedures**.

Knowledge and Understanding

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

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

Range

From your work you must show that you have ensured the implementation of the following types of:

- 1 **Values, policies and procedures** covering
 - (a) nature and benefits of play
 - (b) play types
 - (c) play resources
 - (d) risk and risk management
 - (e) strategies for adult intervention
 - (f) strategies for care and protection
 - (g) strategies for inclusion
 - (h) strategies for behaviour management
 - (i) strategies for managing transitions

This page is intentionally blank

UNIT DVID 04 (PW17) Develop, manage and review operational plans for play provision

Element 4 (PW17.4) Review operational plans for provision

Performance Criteria

To meet the national standard, you must:

- 1 Collect information on the implementation of your **operational plan**.
- 2 Encourage colleagues and key partners to give feedback on your **operational plan**.
- 3 Analyse all the information and feedback you collect.
- 4 Identify how you could improve your **operational plan**.
- 5 Share your findings with key colleagues and partners and take account of their feedback.
- 6 Make the necessary improvements to your **operational plan**.

Knowledge and Understanding

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

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

Range

From your work you must show that you have reviewed your:

- 1 **Operational plan** covering
 - (a) provision of play opportunities
 - (b) care and protection
 - (c) inclusion
 - (d) marketing and promotion
 - (e) partnership working

UNIT DVID 04 (PW17) Develop, manage and review operational plans for play provision

Element 4 (PW17.4) Review operational plans for 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:** _____

UNIT DVIF 04 (D16) Establish and develop working relationships

This Unit has the following elements:

Element 1 (D16.1)	Establish and develop working conditions with colleagues
Element 2 (D16.2)	Establish and develop working relationships with other professionals
Element 3 (D16.3)	Encourage and facilitate others to reflect on practise and share knowledge

Unit Summary

This Unit is about managing relationships with people important to the play setting. Relationships with colleagues and other professionals are key to ensuring that children receive the best possible provision.

Target Group

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

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

Communication Higher
Working with Others Higher
Problem Solving Higher

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.
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.

UNIT DVIF 04 (D16) Establish and develop working relationships

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 Relevant legal requirements covering confidentiality and the disclosure of information.
- K3 The types of information that should be treated confidentially: who you can and cannot share this information with.
- K4 The meaning of anti-discriminatory practice and how to integrate this into your relationships with children and other adults.

UNIT DVIF 04 (D16) Establish and develop working relationships

Element 1 (D16.1) Establish and develop working conditions with colleagues

Performance Criteria

To meet the national standard, you must:

- 1 Initiate relationships with colleagues that help them adjust to and develop their roles and responsibilities.
- 2 Identify and agree with colleagues ways in which you can support each other's roles and responsibilities to maintain and improve provision to children.
- 3 Identify and agree how you will communicate with each other.
- 4 Maintain your agreements with colleagues or take the initiative to review arrangements when necessary.
- 5 Work with colleagues to deal with conflict constructively.

Range

From your work 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

- K5 The processes you should follow to help colleagues adjust to and develop their roles and responsibilities.
- K6 The importance of making sure each team member understands and supports the roles and responsibilities of others and how to make this happen.
- K7 The importance of good communications with all types of colleagues and communication methods you should use.
- K8 The importance of maintaining agreements with colleagues and what to do if you are unable to maintain agreements.
- K9 Why it is important to share information and knowledge with your colleagues and methods you can use to do this.
- K10 Why it is important to encourage others to give you feedback on your performance and how to deal with this feedback.
- K11 Types of conflict that may occur with colleagues and how to resolve these in a constructive way.

UNIT DVIF 04 (D16)

Establish and develop working relationships

Element 1 (D16.1)

Establish and develop working conditions with 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: _____

This page is intentionally blank

UNIT DVIF 04 (D16) Establish and develop working relationships

Element 2 (D16.2) Establish and develop working relationships with other professionals

Performance Criteria

To meet the national standard, you must:

- 1 Identify other professionals relevant to your work and establish effective working relationships.
- 2 Clearly define and agree your own role and responsibilities and those of other professionals.
- 3 Agree common objectives and ways of working and communicating with other professionals and respect these boundaries.
- 4 Exchange complete, accurate and up-to-date information with other professionals whilst respecting requirements for confidentiality.
- 5 Work effectively with other professionals to improve provision for children.
- 6 Acknowledge your own limitations and respect the expertise and responsibilities of other professionals whilst upholding your own professional expertise.
- 7 Maintain relationships with other professionals which are in line with good practice, values and ethical requirements.
- 8 Handle any disagreements and complaints promptly, positively and in line with organisational procedures and professional guidelines.

Range

From your work 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:

- K12 The types of other professionals with whom you should liaise.
- K13 Why it is important to establish and agree respective role and responsibilities with other professionals and how to do so.
- K14 Why it is important to agree common objectives, ways of working and communicating with other professionals and how to do so.
- K15 The importance of respecting professional boundaries and how to do so.
- K16 The importance of effective communication with other professionals and how to communicate with other professionals in a way that meets their expectations.
- K17 Why it is important to be aware of the limitations of your own expertise and responsibilities and respect the expertise and responsibilities of other professionals.
- K18 When it is important to assert your own expertise when working with other professionals and how to do so in a way that will maintain an effective relationship.
- K19 Good practice, values and ethical requirements when liaising with other professionals.
- K20 The types of other professionals with whom you should liaise.

UNIT DVIF 04 (D16)

Establish and develop working relationships

Element 2 (D16.2)

Establish and develop working relationships with other professionals

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:** _____

This page is intentionally blank

UNIT DVIF 04 (D16) Establish and develop working relationships

Element 3 (D16.3) Encourage and facilitate others to reflect on practise and share knowledge

Performance Criteria

To meet the national standard, you must:

- 1 Create opportunities for others to discuss the work they are doing.
- 2 Foster an environment in which others feel able to discuss their progress and share any concerns or challenges they are facing.
- 3 Allow others to discuss what they do and actively listen to what they have to say.
- 4 Help others to structure, evaluate and learn from their experiences.
- 5 Reflect on and learn from what others have experienced and learned themselves.
- 6 Share information and knowledge with others to assist them in dealing with challenges.
- 7 Identify when the difficulties which others are facing are beyond your level of expertise and refer them to an appropriate source of advice and support.
- 8 Encourage and create opportunities for others to share their experiences more widely so that provision can be improved.

Range

From your work 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 The importance of all those involved with children sharing knowledge and experience.
- K22 How to create or make use of opportunities for others to discuss their experiences.
- K23 How to foster an environment in which people feel happy to discuss what they are doing and the challenges they face.
- K24 Essential skills in listening to others and helping them to evaluate and learn from their experiences.
- K25 The importance of you learning from the experiences and knowledge of others.
- K26 The types of situations that may occur when the challenges facing others exceed the limits of your own expertise and the procedures you must follow.
- K27 How to encourage others to share their experiences and knowledge more widely.

UNIT DVIF 04 (D16)

Establish and develop working relationships

Element 3 (D16.3)

Encourage and facilitate others to reflect on practise and share knowledge

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 DVIM 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

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.

UNIT DVIM 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 DVIM 04 (PW10) Reflect on and develop practice

Element 1 (PW10.1) Reflect on practice

Performance Criteria

Range

To meet the national standard, you must:

From your work 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 DVIM 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:

From your work 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.

This page is intentionally blank

UNIT DR6E 04 (A28) Obtain additional finance for the organisation

This Unit has the following element:

Element 1 (A28.1) Obtain additional finance for the organisation

Unit Summary

This Unit is about identifying the need for and obtaining additional finance to fund the organisation's proposed activities. The organisation may already be generating some surplus income through the ongoing supply of its products and/or services. This may be insufficient, however, to fund activities such as investment in new equipment or proposed changes to products and/or services and it is in instances such as these where additional finance might be required.

A key aspect of this Unit is identifying types of finance and funding providers which are appropriate to the particular needs of the organisation.

Whilst you would be expected to draw on the expertise of financial specialists, you are not expected to be a financial specialist yourself.

For the purposes of this Unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority or a significant operating Unit, with a relative degree of autonomy, within a larger organisation.

This Unit is taken from the generic standards developed by the Management Standards Centre where it appears as Unit E3.

Target Group

The Unit is recommended for senior managers.

This Unit will provide some evidence for the following SQA core skills:

Communication Higher
Numeracy Higher
Working with Others Higher
Problem Solving Higher

This page is intentionally blank

UNIT DR6E 04 (A28) Obtain additional finance for the organisation

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 Why organisations might need additional finance for their proposed activities.
- K2 Where to obtain and how to evaluate information in order to identify an organisation's requirement for additional finance.
- K3 Sources of specialist financial expertise and how to make effective use of them.
- K4 Different types of finance.
- K5 Different providers of finance.
- K6 How to evaluate the costs, benefits and risks of different types and providers of finance.
- K7 Criteria for selecting types and providers of finance which are appropriate to organisational needs and the views of stakeholders.
- K8 The importance of risk in obtaining additional finance and ways in which the level of risk can be identified and managed.
- K9 How to work out the full cost of obtaining finance from providers.
- K10 The importance of consulting with relevant people in the organisation and key stakeholders on proposals and recommendations for obtaining additional finance.
- K11 The importance of submitting clear proposals or bids or applications to potential providers of finance and allowing sufficient time for their submission and consideration.
- K12 The type of formal agreements that should be put in place with providers of finance and what they should cover.
- K13 The type of actions that might need to be taken in the event of a shortfall in additional funding.
- K14 Why it is necessary to put contingency plans in place in relation to obtaining additional finance and the type of contingencies that might occur.
- K15 How to monitor the effectiveness of agreements put in place for providing additional finance.
- K16 The changes that might need to be made to agreements for additional finance.

Playwork specific Knowledge and Understanding

- K17 The types and providers of finance that tend to be used in your industry or sector, and why they are preferred.
- K18 Guidelines and codes of practice and any legislative, regulatory and ethical requirements in relation to types and providers of funding in your industry or sector.

Knowledge and Understanding relevant to your organisation

- K19 The vision, objectives and plans of the organisation.
- K20 The proposed activities of the organisation, including those which require additional finance.
- K21 The organisation's stakeholders and their views in relation to the financing of the organisation's activities.
- K22 The current types and providers of finance used by the organisation and other potential types and providers of finance and their associated costs, benefits and risks.
- K23 The particular needs of the organisation in terms of securing additional finance, including the organisation's attitude to risk.
- K24 Relevant people in the organisation and any key stakeholders who should be consulted on proposals and recommendations for obtaining additional finance.

UNIT DR6E 04 (A28) Obtain additional finance for the organisation

Knowledge and Understanding for the whole Unit (cont)

- K25 Proposals or bids or applications submitted to providers of finance and how they have been progressed.
- K26 Formal agreements with providers of additional finance to the organisation.
- K27 The contingency plans that have been put in place in relation to additional finance.
- K28 The specialist financial expertise currently used by your organisation and other potential sources of expertise.
- K29 The systems in place for monitoring the effectiveness of the agreements for additional finance and identifying changes to agreements and improvements for the future.

UNIT DR6E 04 (A28) Obtain additional finance for the organisation

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:** _____

This page is intentionally blank

UNIT DR6E 04 (A28) Obtain additional finance for the organisation

Element 1 (A28.1) Obtain additional finance for the organisation

Performance Criteria

Behaviours

To meet the national standard, you must:

You must show you are consistently:

- | | | | |
|----|---|----|--|
| 1 | Identify the additional finance required to fund the organisation's proposed activities. | 1 | Reflecting regularly on your own and others' experiences, and using these to inform future action. |
| 2 | Seek and make effective use of specialist financial expertise. | 2 | Complying with, and ensuring others comply with, legal requirements, industry regulations, organisational policies and professional codes. |
| 3 | Evaluate the costs, benefits and risks of the current types and providers of finance used by the organisation and other potential types and providers of finance. | 3 | Showing sensitivity to stakeholders' needs and interests and managing these effectively. |
| 4 | Select the types of finance which are most appropriate to the needs of the organisation, taking account of levels of acceptable risk and views of stakeholders, and identify possible providers. | 4 | Identifying the implications or consequences of a situation. |
| 5 | Present fully-costed proposals and recommendations for obtaining additional finance to relevant people in the organisation and, where appropriate, any key stakeholders, and discuss and agree on potential providers of finance. | 5 | Acting within the limits of your authority. |
| 6 | Ensure timely submission of clear proposals or bids or applications to potential providers of finance and seek regular updates on progress. | 6 | Identifying and working with people and organisations that can provide support for your work. |
| 7 | Put formal agreements in place with providers for agreed amounts of finance at agreed times and, as appropriate, agreed costs and repayment schedules. | 7 | Constructively challenging the status quo and seeking better alternatives. |
| 8 | Identify any shortfall in the level of additional funding obtained and take appropriate action. | 8 | Vigilant for potential risks. |
| 9 | Put contingency plans in place to deal with any problems in the additional finance being made available and any changes to the level of additional finance required. | 9 | Identifying and raising ethical concerns. |
| 10 | Monitor the effectiveness of the agreements for providing additional finance, identifying and making changes where necessary and identifying improvements for the future. | 10 | Recognising changes in circumstances promptly and adjusting plans and activities accordingly. |
| | | 11 | Working to a clearly defined vision of the future. |

UNIT DR6E 04 (A28) Obtain additional finance for the organisation

Element 1 (A28.1) Obtain additional finance for the organisation

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 DR5T 04 (A29) Manage finance for your area of responsibility

This Unit has the following element:

Element 1 (A29.1) Manage finance for your area of responsibility

Unit Summary

This Unit is about managing finance in order to achieve the stated objectives for your area of responsibility. It involves developing and agreeing a master budget for your area and using this to monitor evaluate and control performance and take action to deal with identified variances.

Delegating responsibility for budgets for clearly defined activities is a key aspect of this Unit.

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 E2.

Target Group

The Unit is recommended for middle managers.

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

Communication Higher
Numeracy Higher
Working with Others Higher
Problem Solving Higher

UNIT DR5T 04 (A29) Manage finance for 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 The purposes of budgetary systems.
- K2 The importance of agreeing financial responsibilities, including the limits of your authority, for your area with those to whom you report.
- K3 Where to get and how to evaluate the available financial information in order to be able to prepare a realistic master budget for your area.
- K4 The importance of taking account of the objectives and associated plans of your area in developing and operating the master budget.
- K5 How to identify opportunities and delegate responsibility for budgets.
- K6 The importance of consulting with colleagues in identifying priorities, potential problems and risks and generally preparing the budget for your area.
- K7 How to discuss, negotiate and confirm budgets with colleagues in your area and with people who control the finance and the key factors that should be covered.
- K8 How to establish systems to monitor and evaluate performance against budgets.
- K9 The importance of contingency plans and the type of contingencies that may occur.
- K10 The main causes of variances and how to identify them.
- K11 What different types of corrective action could be taken to address identified variances.
- K12 The importance of agreeing revisions to the budget and communicating the changes.
- K13 The importance of providing regular information on the financial performance of your area to relevant people and what they might want to know.
- K14 Types of fraudulent activities and how to identify them.
- K15 How to encourage colleagues to think about ways of reducing expenditure and increasing income.
- K16 How to review the financial performance of your area against the stated objectives.

Playwork specific Knowledge and Understanding

- K17 Factors, processes and trends that are likely to affect financial management in your industry/sector.
- K18 Legal, regulatory and ethical requirements in the industry/sector.

Knowledge and Understanding relevant to your organisation

- K19 The scope and nature of your area of responsibility including the vision, objectives and operational plans.
- K20 Your financial responsibilities, including the limits of your authority.
- K21 The people you report to in your organisation.
- K22 Financial information available in your organisation.
- K23 Activities for which budgets have been delegated.
- K24 The budgeting period(s) used in your organisation.
- K25 Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets.
- K26 The agreed master budget for your area, including delegated budgets.
- K27 Systems established for managing and evaluating performance against budgets.
- K28 Contingency plans put in place.
- K29 What to do and who to contact if suspect fraud has been committed.
- K30 Who needs information on the financial performance of your area, what information they need, when they need it and in what format.

UNIT DR5T 04 (A29) Manage finance for 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:** _____

This page is intentionally blank

UNIT DR5T 04 (A29) Manage finance for your area of responsibility

Element 1 (A29.1) Manage finance for your area of responsibility

Performance Criteria

To meet the national standard, you must:

- 1 Confirm your financial responsibilities, including the limits of your authority, with those to whom you report.
- 2 Gather and evaluate available financial information and the objectives and associated plans for your area and consult with colleagues to identify priorities, potential problems and risks.
- 3 Identify and make use of opportunities to delegate responsibility for budgets for clearly defined activities to colleagues in your area, providing them with the required ongoing support and resources.
- 4 Discuss and, if appropriate, negotiate delegated budgets with colleagues and agree provisional budgets.
- 5 Consult on and develop a realistic master budget for your area and submit it to the relevant people in the organisation for approval and to assist the overall financial planning process.
- 6 Discuss and, if appropriate, negotiate the proposed master budget for your area with the relevant people in the organisation and communicate the final budget to colleagues in your area.
- 7 Establish systems to monitor and evaluate performance against delegated budgets and the master budget and put contingency plans in place.
- 8 Identify the causes of any significant variances between what was budgeted for and what actually happened and discuss and ensure prompt corrective action is taken, obtaining agreement from the relevant people if required.
- 9 Propose revisions to the master budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people.

Performance Criteria (cont)

- 10 Provide ongoing information on the financial performance of your area to relevant people in your organisation.
- 11 Advise the relevant people as soon as possible if you have identified evidence of any potentially fraudulent activities.
- 12 Encourage colleagues in your area to think about and identify ways of reducing expenditure and increasing income, selecting and pursuing those ideas which have potential for implementation.
- 13 Review the financial performance of your area, particularly in relation to achievement of the stated objectives, and identify improvements for the future.

Behaviours

You must show you are consistently:

- 1 Acting within the limits of your authority.
- 2 Vigilant for potential risks.
- 3 Developing systems to gather and manage information and knowledge effectively, efficiently and ethically.
- 4 Clearly agreeing what is expected of others and holding them to account.
- 5 Responding quickly to crises and problems with a proposed course of action.
- 6 Complying with, and ensuring others comply with, legal requirements, industry regulations, organisational policies and professional codes.
- 7 Prioritising objectives and planning work to make best use of time and resources.
- 8 Using communication styles that are appropriate to different people and situations.
- 9 Taking and implementing difficult and/or unnecessary decisions, if necessary.

UNIT DR5T 04 (A29) Manage finance for your area of responsibility

Element 1 (A29.1) Manage finance for 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:** _____

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: _____

This page is intentionally blank

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 DR75 04 (A322) Provide leadership in your area of responsibility

This Unit has the following element:

Element 1 (A322.1) Provide leadership in your area of responsibility

Unit Summary

The Unit is about providing direction to people in a clearly and formally defined area or part of an organisation and motivating and supporting them to achieve the vision and objectives for the area.

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 B6.

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 1
Working with Others Higher
Problem Solving Intermediate 2

UNIT DR75 04 (A322) Provide leadership 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 The fundamental differences between management and leadership.
- K2 How to create a compelling vision for an area of responsibility.
- K3 How to select and successfully apply different methods for communicating with people across an area of responsibility.
- K4 A range of different leadership styles and how to select and apply these to different situations and people.
- K5 How to get and make use of feedback from people on your leadership performance.
- K6 Types of difficulties and challenges that may arise, including conflict within the area, and ways of identifying and overcoming them.
- K7 The benefits of and how to create and maintain a culture which encourages and recognises creativity and innovation.
- K8 The importance of encouraging others to take the lead and ways in which this can be achieved.
- K9 How to empower people effectively.
- K10 How to select and successfully apply different methods for encouraging, motivating and supporting people and recognising achievement.

Playwork specific Knowledge and Understanding

- K11 Leadership styles common in the industry/sector.
- K12 Legal, regulatory and ethical requirements in the industry/sector.

Knowledge and Understanding relevant to your organisation

- K13 Your own values, motivations and emotions.
- K14 Your own strengths and limitations in the leadership role.
- K15 The strengths, limitations and potential of people that you lead.
- K16 Your own role, responsibilities and level of power.
- K17 The vision and objectives of the overall organisation.
- K18 The vision, objectives, culture and operational plans for your area of responsibility.
- K19 Types of support and advice that people are likely to need and how to respond to these.
- K20 Leadership styles used across the organisation.

UNIT DR75 04 (A322) Provide leadership 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: _____

This page is intentionally blank

UNIT DR75 04 (A322) Provide leadership in your area of responsibility

Element 1 (A322.1) Provide leadership in your area of responsibility

Performance Criteria

Range

To meet the national standard, you must:

You must show you are consistently:

- | | | | |
|----|---|----|---|
| 1 | Create a vision of where your area is going and clearly and enthusiastically communicate it, together with supportive objectives and operational plans, to the people working within your area. | 1 | Articulating a vision that generates excitement, enthusiasm and commitment. |
| 2 | Ensure that people working within your area understand and can see how the vision, objectives and operational plans link to the vision and objectives of the overall organisation. | 2 | Creating a sense of common purpose. |
| 3 | Steer your area successfully through difficulties and challenges, including conflict within the area. | 3 | Taking personal responsibility for making things happen. |
| 4 | Create and maintain a culture within your area which encourages and recognises creativity and innovation. | 4 | Making complex things simple for the benefit of others. |
| 5 | Develop a range of leadership styles and select and apply them to appropriate situations and people. | 5 | Encouraging and supporting others to take decisions autonomously. |
| 6 | Communicate regularly, making effective use of a range of different communication methods, with all the people working within your area and show that you listen to what they say. | 6 | Acting within the limits of your authority. |
| 7 | Give people in your area support and advice when they need it especially during periods of setback and change. | 7 | Making time available to support others. |
| 8 | Motivate and support people in your area to achieve their work and development objectives and provide recognition when they are successful. | 8 | Showing integrity, fairness and consistency in decision-making. |
| 9 | Empower people in your area to develop their own ways of working and take their own decisions within agreed boundaries. | 9 | Seeking to understand people's needs and motivations. |
| 10 | Encourage people to give a lead in their own areas of expertise and show willingness to follow this lead. | 10 | Modelling behaviour that shows respect, helpfulness and co-operation. |
| 11 | Win, through your performance, the trust and support of people within your area for your leadership and get regular feedback on your performance. | 11 | Encouraging and supporting others to make the best use of their abilities. |

UNIT DR75 04 (A322) Provide leadership in your area of responsibility

Element 1 (A322.1) Provide leadership 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:** _____

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 from the following SQA Core Skills:

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

This page is intentionally blank

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.

This page is intentionally blank

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.

Range

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:** _____

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
Working with Others Intermediate 2
Problem Solving Intermediate 1

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.
Un-planned learning opportunities	Opportunities that may arise naturally in the course of their work or wider life experiences.

This page is intentionally blank

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.

UNIT DR7C 04 (A321) Provide learning opportunities for colleagues

Knowledge and Understanding for the whole Unit (cont)

Knowledge and Understanding relevant to your organisation (cont)

- 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.
- 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.

UNIT DR7C 04 (A321) 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: _____

This page is intentionally blank

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 un-planned 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.

Range

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 DVIL 04 (A42) Provide information support to decision making

This Unit has the following elements:

Element 1 (A42.1)	Obtain information for decision making
Element 2 (A42.2)	Record and store information for decision making
Element 3 (A42.3)	Analyse information to support decision making
Element 4 (A42.4)	Advise and inform others.

Unit Summary

This Unit is about collecting and analysing information, and then using it to make important decisions. This Unit could cover a very wide range of activities that you could be involved with. Examples would be: carrying out customer surveys to decide on whether to alter certain services, analysing the use of facilities to decide whether more effective use could be made of them, analysing jobs to decide what types of skills, knowledge and experience your staff should have, looking at journals and researching the local market to decide whether to introduce new services, collecting and analysing financial information to develop a business plan etc.

Target Group

The Unit is for people who have some responsibility for managing information as part of your work role.

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

Communication Higher
Numeracy Higher
Problem Solving Higher
Using Information Intermediate 2

Keywords

What we mean by some of the words used in this Unit	
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.
Resources	For example, finance, advice and information, physical resources (such as equipment and materials, buildings etc), training and development.

This page is intentionally blank

UNIT DVIL 04 (A42) Provide information support to decision making

Knowledge and Understanding for the whole Unit

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

Analytical techniques

- K1 How to judge the accuracy, relevance and sufficiency of information required to support decision making in different contexts.
- K2 How to identify information that may be contradictory, ambiguous or inadequate and how to deal with these problems.
- K3 Different approaches to, and methods of, analysing information and how to select methods appropriate to decisions which the manager has to make.
- K4 How to analyse information to identify patterns and trends.
- K5 How to draw conclusions on the basis of analysing information.
- K6 The difference between fact and opinion, how to identify these and present them accordingly.

Communication

- K7 Different formats for presenting qualitative and quantitative information which may be required.
- K8 How to select a format appropriate to different purposes and recipients of information.
- K9 How to develop and present a case based on the outcomes of an analysis.
- K10 How to communicate advice and information effectively both orally and in writing.
- K11 How to develop and present a reasoned case when providing advice to others.
- K12 Why it is important to confirm the recipient's understanding of information and advice provided and methods which may be used to ensure this.

Continuous improvement

- K13 How to assess the effectiveness of current methods of collecting and storing information and what procedures to follow in order to make recommendations on improvements.

Information handling

- K14 The importance of information management to the team and organisational effectiveness and your role and responsibilities in relation to this.
- K15 The types of qualitative and quantitative information that are essential to your role and responsibilities and how to identify these.
- K16 The range of sources of information that are available to you and how to ensure these are capable of meeting current and likely future information requirements.
- K17 How to identify new sources of information that may be required.
- K18 The range of methods of gathering and checking the validity of such information and their advantages and disadvantages.
- K19 Different methods of recording and storing information and their advantages and disadvantages.
- K20 How to ensure that information is organised in a way that makes it readily accessible.
- K21 Principles of confidentiality - what information should be made available to which people.
- K22 The importance of the effective analysis of information and your role and responsibility in relation to this.
- K23 Types of information, both qualitative and quantitative, which you need to be able to analyse.

UNIT DVIL 04 (A42) Provide information support to decision making

Knowledge and Understanding for the whole Unit (cont)

Information handling (cont)

- K24 How to select information relevant to the decision to be made and ensure such information is accurate and relevant.
- K25 The importance of record keeping to the analysis of information and how such records should be kept and used.
- K26 Why it is essential to check the validity of advice and information provided to others.
- K27 How to ensure accuracy, currency, sufficiency and relevance.
- K28 The principles of confidentiality when handling information and advice - what types of information and advice may be provided to what people.

Involvement and motivation

- K29 Why it is important to provide opportunities for team members to make recommendations on improvements to systems and procedures.
- K30 How to encourage and enable such recommendations.

Organisational context

- K31 Organisational policies and legal requirements which have a bearing on the recording and storage of information and how to interpret these.
- K32 Organisational policies, procedures and resource constraints which may influence advice given to others.

Providing support

- K33 Why it is important to provide advice and information and your role and responsibilities.
- K34 The types of advice and information which people may require.
- K35 How to identify information needs.
- K36 Situations in which it is appropriate to act on one's own initiative in giving information and advice.
- K37 Why it is important to seek feedback on the quality and relevance of the advice and information you provide.

This page is intentionally blank

UNIT DVIL 04 (A42) Provide information support to decision making

Element 1 (A42.1) Obtain information for decision making

Performance Criteria

To meet the national standard, you must:

- 1 Identify the **information** you need to make the required decisions.
- 2 Use **sources of information** which are reliable and sufficiently wide-ranging to meet current and likely future information requirements.
- 3 Use **methods** of obtaining **information** that are reliable, effective and make efficient use of resources.
- 4 Use **methods** of obtaining **information** that are consistent with organisational values, policies and legal requirements.
- 5 Obtain **information** that is accurate, relevant and sufficient to support decision making.
- 6 Take prompt and effective action to deal with **information** that is inadequate, contradictory or ambiguous.

Range

From your work you must show that you have worked effectively with the following:

1 Information

- (a) quantitative
- (b) qualitative

the following:

2 Sources of information

- (a) people within your organisation
- (b) people outside your organisation
- (c) internal information systems
- (d) published media
- (e) specially commissioned research

and the following:

3 Methods

- (a) listening and watching
- (b) reading
- (c) spoken questioning
- (d) written questioning
- (e) formal research conducted personally
- (f) formal research conducted by third parties

UNIT DVIL 04 (A42)

Provide information support to decision making

Element 1 (A42.1)

Obtain information for decision making

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: _____

This page is intentionally blank

UNIT DVIL 04 (A42) Provide information support to decision making

Element 2 (A42.2) Record and store information for decision making

Performance Criteria

Range

To meet the national standard, you must:

From your work you must show that you have used the following:

- 1 Use **systems and procedures** for recording and storing **information** that are suitable for the purpose and make efficient use of resources.
- 2 Record and store **information** in a way that complies with organisational policies and legal requirements.
- 3 Record and store **information** so that it is readily accessible in the required format to authorised people only.
- 4 Provide opportunities for team members to make suggestions for improvements to **systems and procedures**.
- 5 Make recommendations for improvements to **systems and procedures** to the relevant people.
- 6 Take into account **organisational constraints**.

- 1 **Systems and procedures**
 - (a) organisation wide
 - (b) specific to the candidate and their team

to store the following:

- 2 **Information**
 - (a) quantitative
 - (b) qualitative

within the following:

- 3 **Organisational constraints**
 - (a) organisational objectives
 - (b) organisational policies
 - (c) resources

UNIT DVIL 04 (A42)

Provide information support to decision making

Element 2 (A42.2)

Record and store information for decision making

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: _____

This page is intentionally blank

UNIT DVIL 04 (A42) Provide information support to decision making

Element 3 (A42.3) Analyse information to support decision making

Performance Criteria

To meet the national standard, you must:

- 1 Identify objectives for the **analysis** that are clear and consistent with the **decisions** that need to be made.
- 2 Select **information** that is accurate, relevant to the objectives of the **analysis**, and sufficient to arrive at a reliable **decision**.
- 3 Use **analysis** methods that are suitable to achieve the objectives you identified.
- 4 Analyse the **information** so that you correctly identify the patterns and trends.
- 5 Support the conclusions you draw from the **analysis** with reasoned argument and appropriate evidence.
- 6 Differentiate clearly between fact and opinion when presenting the results of the **analysis**.
- 7 Keep records of the **analysis** that are sufficient to show the assumptions and decisions made at each stage.

Range

From your work you must show that you have carried out the following types of:

- 1 **Analysis**
 - (a) formal and planned
 - (b) informal and ad hoc

to inform decisions concerning:

- 2 **Decisions concerning**
 - (a) day to day operations
 - (b) changes in organisational policy that affect operations

using the following:

- 3 **Information**
 - (a) qualitative
 - (b) quantitative

UNIT DVIL 04 (A42) Provide information support to decision making

Element 3 (A42.3) Analyse information to support decision making

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: _____

This page is intentionally blank

UNIT DVIL 04 (A42) Provide information support to decision making

Element 4 (A42.4) Advise and inform others

Performance Criteria

Range

To meet the national standard, you must:

From your work you must show that you have provided the following:

- 1 Research the **advice and information** needs of your **recipients** in a way which is appropriate and sufficient and takes account of **organisational constraints**.
- 2 Provide **advice and information** at a time and place and in a **form** and manner appropriate to the needs of your **recipients**.
- 3 Provide **information** that is accurate, current, relevant and sufficient.
- 4 Provide **advice** that is consistent with organisational policy, procedures and constraints.
- 5 Support **advice** with reasoned argument and appropriate evidence.
- 6 Confirm their **recipients'** understanding of the **advice and information** you have given.
- 7 Maintain confidentiality according to organisational and legal requirements.
- 8 Use feedback from recipients to improve future provision of **advice and information**.

- 1 **Advice and information**
 - (a) in response to a request
 - (b) on your own initiative

to the following:

- 2 **Recipients**
 - (a) team members
 - (b) colleagues working at the same level
 - (c) higher level managers and sponsors
 - (d) people outside your organisation

in the following:

- 3 **Forms**
 - (a) spoken
 - (b) written

within the following:

- 4 **Organisational constraints**
 - (a) organisational objectives
 - (b) organisational policies
 - (c) resources

UNIT DVIL 04 (A42) Provide information support to decision making

Element 4 (A42.4) Advise and inform others

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 DVIH 04 (PW18) Obtain the facilities and services required for play provision

This Unit has the following elements:

- Element 1 (PW18.1) Identify and evaluate facilities and services for playwork provision**
Element 2 (PW18.2) Obtain facilities and services for playwork provision

Unit Summary

This Unit is about selecting and obtaining the facilities and services you need for playwork provision. It includes identifying and agreeing criteria for the types of facilities and services you need, evaluating a range of possible facilities and services and entering into agreements with owners/suppliers.

Target Group

The Unit is for you to have some responsibility for the management of facilities 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 Higher
Working with Others Higher
Problem Solving Higher

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.

UNIT DVIH 04 (PW18) Obtain the facilities and services required for play provision

Element 1 (PW18.1) Identify and evaluate facilities and services for playwork provision

Performance Criteria

To meet the national standard, you must:

- 1 Work with others to establish criteria for the type of **facilities and services** you need.
- 2 Make sure these criteria are consistent with legal, regulatory and organisational requirements.
- 3 Evaluate a range of possible **facilities and services** using agreed criteria.
- 4 Identify **facilities and services** that can be made suitable for playwork provision through the most efficient use of resources.
- 5 Ensure that **facilities and services** support inclusion.
- 6 Collect and record information about selected **facilities and services** and consult with **others**.

Range

From your work you must show that you have identified and evaluated the following:

- 1 **Facilities and services**
 - (a) internal and external premises
 - (b) play equipment and other resources
 - (c) for the health, safety, security and protection of children and young people
 - (d) to enable inclusion
 - (e) for off-site trips
 - (f) for the provision of food and drink
- and consulted the following:*
- 2 **Others**
 - (a) children and young people
 - (b) parents and carers
 - (c) groups making use of the facilities and services
 - (d) colleagues
 - (e) key partners

Knowledge and Understanding

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 Aspects of the physical environment — including natural and man-made elements, loose parts etc — that facilitate play.
- K3 How children and young people relate to the physical environment and the implications for play and play provision.
- K4 Stages of child development and how this affects the types of physical environments appropriate to children and young people at different stages.
- K5 Issues to do with inclusion that you must consider when evaluating possible physical environments for play.
- K6 The legal, regulatory and organisational requirements that apply to your facilities and services and why these are important.
- K7 The importance of negotiating and agreeing criteria before choosing potential facilities and services.
- K8 The types of criteria you should consider when looking for facilities and services for playwork provision and how to identify and negotiate these.
- K9 How to identify potential facilities and services and their owners and suppliers.
- K10 How to evaluate facilities and services against agreed criteria.
- K11 How to determine whether facilities and services can be made suitable for playwork provision cost effectively.
- K12 The records you should keep.
- K13 How to consult and negotiate with colleagues and potential users

UNIT DVIH 04 (PW18) Obtain the facilities and services required for play provision

Element 1 (PW18.1) Identify and evaluate facilities and services for playwork provision

No	Description of Evidence	Knowledge and Understanding												
		K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13

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:** _____

This page is intentionally blank

UNIT DVIH 04 (PW18) Obtain the facilities and services required for play provision

Element 2 (PW18.2) Obtain facilities and services for playwork provision

Performance Criteria

To meet the national standard, you must:

- 1 Carry out enquiries and negotiations in a way which maintains good working relationships.
- 2 Reach agreements with suppliers which meet agreed criteria and follow your organisation's requirements.
- 3 Seek advice and support if there are difficulties reaching agreement.
- 4 Establish mutual expectations and responsibilities.
- 5 Make clear and accurate records of the agreements you have made and make these available to others.

Range

From your work you must show that you have obtained the following:

- 1 **Facilities and services**
 - (a) internal and external premises
 - (b) play equipment and other resources
 - (c) for the health, safety, security and protection of children and young people
 - (c) to enable inclusion
 - (d) for off-site trips
 - (e) for the provision of food and drink

Knowledge and Understanding

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

- K14 How to carry out enquiries and negotiations in a way that will maintain good working relationships and why this is important.
- K15 Your organisation's requirements and procedures for entering into agreements about facilities and services.
- K16 Where you can seek advice and support if you have difficulties achieving agreement with owners and suppliers.
- K17 Why it is important to establish mutual expectations and responsibilities with owners and suppliers.
- K18 Why it is important to keep accurate records of agreements and how to do so.

UNIT DVIH 04 (PW18) Obtain the facilities and services required for play provision

Element 2 (PW18.2) Obtain facilities and services for playwork 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:** _____

UNIT DVIg 04 (PW19) Manage and develop play facilities and services

This Unit has the following elements:

Element 1 (PW19.1)	Monitor the condition of facilities and services
Element 2 (PW19.2)	Identify and assess risks to health, safety and security
Element 3 (PW19.3)	Maintain and improve facilities and services

Unit Summary

This Unit is about maintaining and improving the facilities and services for which you are responsible. There is a strong emphasis on health, safety and security and risk assessment and management. However, the Unit also covers improving the facilities and services you provide in response to the needs of users.

Target Group

The Unit is for you if you have some responsibility for the management of facilities and services 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 Higher
Numeracy Intermediate 2
Working with Others Higher
Problem Solving Higher
Using Information Intermediate 1

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.
Competent source	A person or agency, either inside or outside of the organisation, who has specific and recognised expertise in health and safety issues.
Inclusion	Ensuring that play provision is open and accessible to all and takes positive action in removing barriers so that all children and young people, including the disabled and those from other minority groups, can participate.
Play	Play is freely chosen, personally directed and intrinsically motivated.

UNIT DVIG 04 (PW19) Manage and develop play facilities and services

Element 1 (PW19.1) Monitor the condition of facilities and services

Performance Criteria

To meet the national standard, you must:

- 1 Make sure you have the necessary information about legal, regulatory and organisational requirements for the condition of **facilities** and **services**.
- 2 Keep complete and accurate records of the **facilities** and **services** you are responsible for.
- 3 Carry out regular inspections of the **facilities** and **services** you are responsible for, in line with legal, regulatory and organisational requirements.
- 4 Keep accurate records of your inspections.
- 5 Consult staff and **users** of your facilities and services and identify areas where they feel improvements could be made.
- 6 Make sure your records are available to colleagues and external agencies when needed.
- 7 Make necessary reports to your organisation and external agencies.

Range

From your work you must show that you have carried out inspections of the following:

- 1 **Facilities**
 - (a) internal and external premises
 - (b) play equipment and other resources
 - (c) toilets and other hygiene provision
 - (d) areas for the preparation and serving of food

and the following:

- 2 **Services**
 - (a) for play
 - (b) for the health, safety, security and protection of children and young people
 - (c) for recording attendance
 - (d) for off-site trips
 - (e) provision of food and drink
 - (f) for inclusion
 - (g) for managing behaviour
 - (h) for working with parents and carers

Range (cont)

and consulted the following:

- 3 **Users**
 - (a) children and young people
 - (b) parents and carers
 - (c) groups making use of the facilities and services
 - (d) groups who experience barriers to access

Knowledge and Understanding

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 The legal, regulatory and organisational requirements — including those for health and safety, disability, equal opportunities and the provision of children's services — that apply to your facilities and services and why these are important.
- K3 The records you are required to keep and how to do so.
- K4 Requirements for the regular inspection of facilities and services.
- K5 The importance of ensuring facilities are open and accessible to all and what to look for.
- K6 Effective procedures for consulting with staff and users of your facilities and services — including those who traditionally experience barriers to access — and why these are important.
- K7 Reports that you need to make to your organisation and external agencies and why these are important.

This page is intentionally blank

UNIT DVIG 04 (PW19) Manage and develop play facilities and services

Element 2 (PW19.2) Identify and assess risks to health, safety and security

Performance Criteria

To meet the national standard, you must:

- 1 Carry out **risk** assessments of play facilities and services in line with legal and organisational requirements.
- 2 Seek advice from a competent source when you are unsure about how to minimise identified **risks**.
- 3 Establish procedures for managing **risks** to a level acceptable to your organisation and legal and regulatory requirements.
- 4 Ensure that everyone using the setting has accurate information about hazards, risks and the steps you have taken to manage these.
- 5 Carry out regular reviews of your procedures for assessing and managing **risks**.

Range

From your work you must show that you have assessed and managed the following:

- 1 **Risks**
 - (a) to health
 - (b) to safety
 - (c) to security
 - (d) to child protection

Knowledge and Understanding

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

- K8 The types of hazards that you are likely to encounter in a play facility and how to identify these.
- K9 The role and importance of risk in children and young people's play and how to take account of this when carrying out risk assessments.
- K10 The particular risks that disabled children may face and how to manage these effectively.
- K11 Competent sources of information on issues to do with hazards and risks and when you should consult them.
- K12 How to carry out risk assessments of all aspects of the facilities and services you are responsible for.
- K13 Acceptable levels of risk according to organisational, legal and regulatory requirements for the types of hazards you are likely to encounter.
- K14 Risk management procedure for the types of hazards you are likely to encounter.
- K15 How to communicate with colleagues and users of your setting on issues to do with risk and risk management.
- K16 The importance of regularly reviewing and, if necessary, updating risk assessments.

UNIT DVIG 04 (PW19) Manage and develop play facilities and services

Element 2 (PW19.2) Identify and assess risks to health, safety and security

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: _____

This page is intentionally blank

UNIT DVIQ 04 (PW19) Manage and develop play facilities and services

Element 3 (PW19.3) Maintain and improve facilities and services

Performance Criteria

To meet the national standard, you must:

- 1 Identify aspects of **facilities** and **services** that do not meet organisational, legal and regulatory requirements or the expectations of your users.
- 2 Identify opportunities for maintenance and improvement working in consultation with colleagues and **users**.
- 3 Seek the advice and support of competent professionals when necessary.
- 4 Arrange for the maintenance and improvements to **facilities** and **services** to be carried out in line with your organisation's procedures and the recommendations of manufacturers and suppliers.
- 5 Make sure that work carried out meets organisational, legal and regulatory requirements and is done according to schedule and budget.
- 6 Keep all colleagues and **users** informed of maintenance and improvements and keep disruption to a minimum.
- 7 Keep accurate records of maintenance and improvement activities.

Range

From your work you must show that you have maintained and improved the following types of:

- 1 **Facilities**
 - (a) internal and external premises
 - (b) play equipment and other resources
 - (c) toilets and other hygiene provision
 - (d) areas for the preparation and serving of food

Range (cont)

and the following:

- 2 **Services**
 - (a) for play
 - (b) for the health, safety, security and protection of children and young people
 - (c) for recording attendance
 - (d) for off-site trips
 - (e) provision of food and drink
 - (f) for inclusion
 - (g) for managing behaviour
 - (h) for working with parents and carers

and consulted the following:

- 3 **Users**
 - (a) children and young people
 - (b) parents and carers
 - (c) groups making use of the facilities and services
 - (d) groups who traditionally experience barriers to access

Knowledge and Understanding

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

- K17 The importance of maintaining the quality of your setting and seeking to make continuous improvements.
- K18 How to identify opportunities for improvement.
- K19 Competent professionals whose advice you should seek on issues to do with maintenance and improvement of the facilities and services and services you are responsible for.
- K20 Procedures for carrying out maintenance and improvement work in your facility.
- K21 The importance of keeping to schedule and budget wherever possible.
- K22 The importance of keeping records of changes that have taken place.

UNIT DVIW 04 (PW20) Work with other organisations, agencies and professionals

This Unit has the following elements:

Element 1 (PW20.1)	Establish and maintain links with other organisations, agencies and professionals
Element 2 (PW20.2)	Promote the value of play and playwork to other organisations, agencies and professionals
Element 3 (PW20.3)	Work jointly with other organisations, agencies and professionals

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. It also covers carrying out joint work with other organisations, agencies and professional.

Target Group

This Unit is for you if you are regularly involved in promoting your organisation and working closely with related organisations, agencies and professionals 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 Higher
Working with Others Higher
Problem Solving Higher
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.
Non statutory	An organisation or agency that is not established by law.
Statutory	An organisation or agency established by law.

UNIT DVIW 04 (PW20) Work with other organisations, agencies and professionals

Element 1 (PW20.1) Establish and maintain links with other organisations, agencies and professionals

Performance Criteria

To meet the national standard, you must:

- 1 Identify other **organisations, agencies and individuals** with whom you could work productively.
- 2 Establish contact with these **organisations, agencies and individuals**.
- 3 Deal with approaches from other **organisations, agencies and individuals** positively and co-operatively.
- 4 Explore with other **organisations, agencies 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, agencies and individuals** as and when it is of benefit to those involved.

Range

From your work you must show that you have maintained links with the following types of:

- 1 **Organisations, agencies and individuals**
 - (a) from the field of playwork
 - (b) from other areas of specialism
 - (c) statutory
 - (d) non-statutory
 - (e) those who traditionally experience barriers to access

Knowledge and Understanding

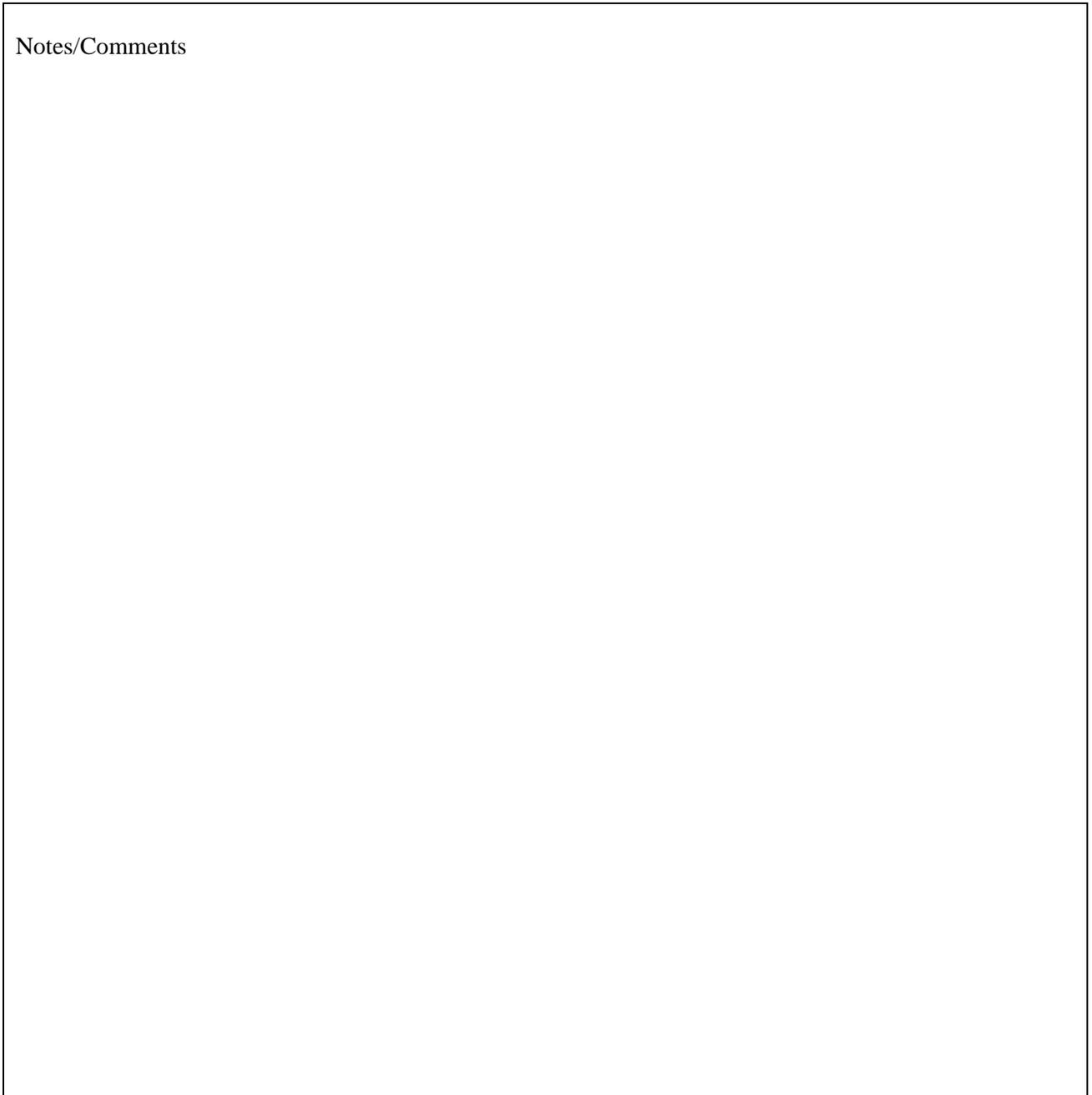
To be competent in this Unit, you must know and understand the following:

- K1 The assumptions and values of playwork that are relevant to this Unit.
- K2 Why networking is important.
- K3 The range of organisations and individuals with whom you could develop working relationships consistent with their job role.
- K4 The mutual benefits which could come about from joint work with these organisations and individuals.
- K5 How to identify and approach suitable organisations and individuals.
- K6 How to explore the possible advantages of joint working and maintain contact.
- K7 How to establish and maintain effective working relationships with other organisations and individuals.
- K8 The importance of responding positively and co-operatively to other organisations and individuals.
- K9 The importance of reaching organisations and individuals who experience barriers to access and how to do this effectively.

UNIT DVIW 04 (PW20) Work with other organisations, agencies and professionals

Element 1 (PW20.1) Establish and maintain links with other organisations, agencies and professionals

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:** _____

This page is intentionally blank

UNIT DVIW 04 (PW20) Work with other organisations, agencies and professionals

Element 2 (PW20.2) Promote the value of play and playwork to other organisations, agencies and professionals

Performance Criteria

To meet the national standard, you must:

- 1 Identify opportunities to promote the value of play and playwork to other **organisations, agencies and individuals**.
- 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 Present information in a language and style which is appropriate to the **organisations, agencies and individuals** involved.
- 6 Promote the value of play and playwork in a way which is consistent with organisational policies and practices.

Range

From your work you must show that you have promoted the value of play and playwork to the following types of:

- 1 **Organisations, agencies and individuals**
 - (a) from other areas of specialism
 - (b) statutory
 - (c) non-statutory
 - (d) those who traditionally experience barriers to access

Knowledge and Understanding

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

- K10 Why it is important to promote your own area of work and its values, purpose and methods widely.
- K11 The types of opportunities which you could use to promote your work and own organisation and how to identify suitable ones.
- K12 Presentation skills, and how to tailor presentations to the needs of different types of audiences including those who may have different communication needs.
- K13 How to promote your area of work in a way that addresses other people's preconceptions and views.
- K14 The benefits of your work to the community and how to emphasise these.
- K15 Why it is important to obtain feedback from organisations, agencies and individuals in the community about initiatives and what to do with such feedback.
- K16 Types and language and styles of presentation appropriate to the types of people listed in the range.
- K17 Organisational policies and practices which need to be kept in mind when promoting playwork.

UNIT DVIW 04 (PW20) Work with other organisations, agencies and professionals

Element 2 (PW20.2)

Promote the value of play and playwork to other organisations, agencies and professionals

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: _____

This page is intentionally blank

UNIT DVIW 04 (PW20) Work with other organisations, agencies and professionals

Element 3 (PW20.3) Work jointly with other organisations, agencies and professionals

Performance Criteria

To meet the national standard, you must:

- 1 Agree the aims, objectives and working methods of joint working.
- 2 Agree the roles and responsibilities of yourself and other **organisations, agencies and individuals**.
- 3 Only agree responsibilities that are consistent with your level of responsibility and competence.
- 4 Agree how you will maintain contact and review progress during joint working.
- 5 Keep other **organisations, agencies and individuals** informed of your own progress and review the progress they are making solve problems jointly.
- 6 Maintain effective working relationships with other **organisations, agencies and individuals** throughout joint working.

Range

From your work you must show that you have worked jointly with the following types of:

- 1 **Organisations, agencies and individuals**
 - (a) from the field of playwork
 - (b) from other areas of specialism
 - (c) statutory
 - (d) non-statutory
 - (e) those who traditionally experience barriers to access

Knowledge and Understanding

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

- K18 The importance of clearly agreeing the aims, objectives and roles and responsibilities involved in joint working.
- K19 The importance of only taking on responsibilities which are feasible and consistent with the organisation's policies.
- K20 The candidate's job role and organisational responsibilities relevant to joint working.
- K21 Negotiation and problem solving skills relevant to joint working.
- K22 The importance of maintaining contact and reviewing progress with the other organisations and individuals involved and how to do so.
- K23 The importance of promptly informing other organisations and individuals of any difficulties in joint work.
- K24 The types of difficulties which can occur in joint working and how to deal with these.

UNIT DVIW 04 (PW20) Work with other organisations, agencies and professionals

Element 3 (PW20.3) Work jointly with other organisations, agencies and professionals

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 DVI9 04 (PW21) Develop and implement procedures to safeguard children and young people

This Unit has the following elements:

Element 1 (PW21.1) Maintain and develop procedures to safeguard children and young people

Element 2 (PW21.2) Implement procedures to safeguard children and young people

Unit Summary

This Unit is about maintaining and developing procedures within your setting for the protection of children and young people from abuse, making sure these procedures are properly followed and dealing with any suspicions of possible abuse.

Target Group

The Unit is for you if you have responsibility for child protection procedures 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 Higher
Working with Others Higher
Problem Solving Higher
Using Information Intermediate 2

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 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.

UNIT DVI9 04 (PW21) Develop and implement procedures to safeguard children and young people

Element 1 (PW21.1) Maintain and develop procedures to safeguard children and young people

Performance Criteria

To meet the national standard, you must:

- 1 Make sure you have all the necessary information about current legal, regulatory and organisational requirements and best practice in relation to the protection of children and young people from **abuse**.
- 2 Regularly review your own procedures for the protection of children and young people from **abuse** to make sure they are consistent with legal, regulatory and organisational requirements and best practice.
- 3 Where necessary, update your procedures working in collaboration with **others**.
- 4 Make sure that colleagues and users are aware of and understand the procedures.
- 5 Make sure that colleagues receive the necessary training and support to implement your procedures correctly.

Range

From your work you must show that you have updated your procedures in collaboration with the following:

- 1 **Others**
 - (a) managers
 - (b) team members
 - (c) users of your setting
 - (d) experts in the protection of children and young people

and ensured your procedures cover the following types of:

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

Knowledge and Understanding

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 Your own role and responsibilities in relation to the protection of children and young people.
- K3 Sources of current and accurate information the organisational, legal and regulatory requirements for the protection of children and young people and how to access these.
- K4 What are the current organisational, legal and regulatory requirements and the principles that underpin these.
- K5 Sources of information on best practice in relation to the protection of children and young people from abuse and how to access these.
- K6 The importance of understanding that disabled children may be more vulnerable to abuse.
- K7 The importance of regularly reviewing your procedures and making sure they comply with requirements and best practice.
- K8 How to involve staff and users in reviews of procedures.
- K9 How to assess risk in relation to potential abuse within your setting and put in place measures to protect children, young people and staff within the setting.
- K10 Sources of expertise you can draw on to make sure your procedures are robust.
- K11 How to communicate your procedures effectively to staff and users.
- K12 The importance of training staff in procedures and how to provide or access appropriate training.

UNIT DVI9 04 (PW21) Develop and implement procedures to safeguard children and young people

Element 1 (PW21.1) Maintain and develop procedures to safeguard children and young people

No	Description of Evidence	Knowledge and Understanding											
		K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12

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:** _____

This page is intentionally blank

UNIT DVI9 04 (PW21) Develop and implement procedures to safeguard children and young people

Element 2 (PW21.2) Implement procedures to safeguard children and young people

Performance Criteria

To meet the national standard, you must:

- 1 Monitor the implementation of your procedures for the protection of children and young people.
- 2 Identify instances where procedures are not being implemented correctly and provide the necessary training and support.
- 3 Promptly identify when there are suspicions that children and young people are experiencing **abuse**.
- 4 Sensitively collect and assess as much information as possible about suspected **abuse**.
- 5 Promptly follow the correct procedures for reporting the information you have collected and assessed.
- 6 Ensure that yourself and any other staff involved receive support.
- 7 Maintain the confidentiality of information.

Range

From your work you must show that you have researched the following types of:

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

Knowledge and Understanding

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

- K13 The importance of continuously monitoring your procedures for the protection of children and young people and how to carry out such monitoring.
- K14 How to identify when procedures are not being followed correctly.
- K15 How to provide training and support to ensure procedures will be followed in future.
- K16 The importance of responding to suspicions about abuse promptly and correctly.
- K17 How to collect information about suspected abuse sensitively and assess this information.
- K18 Correct procedures for reporting suspicions of abuse.
- K19 Why yourself and colleagues may need support and the kinds of support that may be necessary.
- K20 Why confidentiality is important and how to maintain confidentiality.

UNIT DVIN 04 (PW22) Research, design and facilitate possibilities for self-directed play

This Unit has the following elements:

Element 1 (PW22.1)	Research and evaluate play behaviour and play theories
Element 2 (PW22.2)	Design spaces and possibilities for self-directed play
Element 3 (PW22.3)	Interact with children and young people during self-directed play
Element 4 (PW22.4)	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

The Unit is for you if you work directly with children on a day-to-day basis and have a responsibility for developing and maintaining play spaces 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 Higher
 Numeracy Intermediate 2
 Working with Others Higher
 Problem Solving Higher
 Using Information Intermediate 1

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.
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.

UNIT DVIN 04 (PW22) Research, design and facilitate possibilities for self-directed play

Keywords (cont)

What we mean by some of the words used in this Unit	
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.
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.
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.
Physical play	Play that involves a significant amount of physical activity – for example, rough and tumble, skipping, running, jumping, organised games such as football, rounders, or physical games that children and young people improvise for themselves.
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 frame	A material or non-material boundary that keeps the play intact.
Play space	Any area that supports and enriches the potential for children to play.

UNIT DVIN 04 (PW22) Research, design and facilitate possibilities for self-directed play

Keywords (cont)

What we mean by some of the words used in this Unit	
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 home, 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 DVIN 04 (PW22) Research, design and facilitate possibilities for self-directed play

Knowledge and Understanding for the whole Unit

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

- K1 Current and historical values and assumptions of playwork.
- K2 The short and long term benefits of play.
- K3 Playwork theories and models.
- K4 Theories from other disciplines such as psychology, biology and sociology which are relevant to an understanding of play.
- K5 Conflicting concepts of play provision such as socialisation, education, protection and compensation.
- K6 The importance of placing the playing child at the centre of the process.
- K7 The importance of inclusion and strategies to ensure play spaces and possibilities are inclusive.
- K8 Indicators/objectives you can use to evaluate play provision.
- K9 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
- K10 The range of play types that are commonly accepted.
- K11 How to design opportunities 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
- K12 The mood descriptors associated with play and how to recognise these:
 - ◆ happy
 - ◆ independent
 - ◆ confident
 - ◆ altruistic
 - ◆ trusting
 - ◆ balanced
 - ◆ active or immersed
 - ◆ at ease
- K13 The main stages of child development and how these affect children's play needs and behaviours.
- K14 How to design and enable play for disabled children.

UNIT DVIN 04 (PW22) Research, design and facilitate possibilities for self-directed play

Element 1 (PW22.1) Research and evaluate play behaviour and play theories

Performance Criteria

To meet the national standard, you must:

- 1 Research children and young people's play and their interactions with the play environment using a range of **methods**.
- 2 Critically evaluate playwork theories in relation to the information collected.
- 3 Identify and adapt playwork models in order to identify appropriate spaces and possibilities for self directed play.
- 4 Ensure you take account of children and young people who may experience barriers to access.
- 5 Test your ideas for spaces and opportunities through interactions with children and young people.
- 6 Research and identify a range of play spaces and resources that will meet the play needs of children and young people.

Knowledge and Understanding

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

- K15 Methods of observing play and interacting with children and young people during play.
- K16 The importance of having a critical understanding of your own experiences of and responses to play.
- K17 How to critically evaluate playwork theories and models in the light of your observations and interactions with children and young people.
- K18 How to test your ideas for play spaces and possibilities.
- K19 Sources of information on play spaces and how children and young people may use them.

Range

From your work 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
 - (d) evaluating own experience of play

UNIT DVIN 04 (PW22) Research, design and facilitate possibilities for self-directed play

Element 1 (PW22.1) Research and evaluate play behaviour and play theories

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:** _____

This page is intentionally blank

UNIT DVIN 04 (PW22) Research, design and facilitate possibilities for self-directed play

Element 2 (PW22.2) Design spaces and possibilities for self-directed play

Performance Criteria

To meet the national standard, you must:

- 1 Design **play spaces** that reflect your research and interactions with children and young people.
- 2 Make sure **play spaces** provide a rich variety of play possibilities.
- 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 environments** will be accessible for all children and young people.
- 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:

- | | |
|-----|--|
| K20 | How to design play spaces that reflect your observations, research and critical evaluation. |
| K21 | How to obtain and/or create resources needed for a range of play spaces. |
| K22 | How to involve children and young people in the creation of play spaces. |
| K23 | The importance of access for all children and how to ensure this happens. |
| K24 | The health and safety requirements that are relevant to play spaces and how to ensure you take account of these. |

Range

From your work 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 DVIN 04 (PW22) Research, design and facilitate possibilities for self-directed play

Element 2 (PW22.2) Design spaces and possibilities for self-directed play

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:** _____

This page is intentionally blank

UNIT DVIN 04 (PW22) Research, design and facilitate possibilities for self-directed play

Element 3 (PW22.3) Interact with children and young people during self-directed play

Performance Criteria

To meet the national standard, you must:

- 1 Encourage children and young people to interact with the range of **play spaces** themselves and develop their own responses.
- 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 Enable children and young people to develop in their own ways.
- 6 Hold children and young people's play frames when necessary.
- 7 Provide a repertoire of responses to children's play cues, modifying the environment and introducing new elements in a way that is sensitive to the needs of the children and young people.

Range

From your work 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

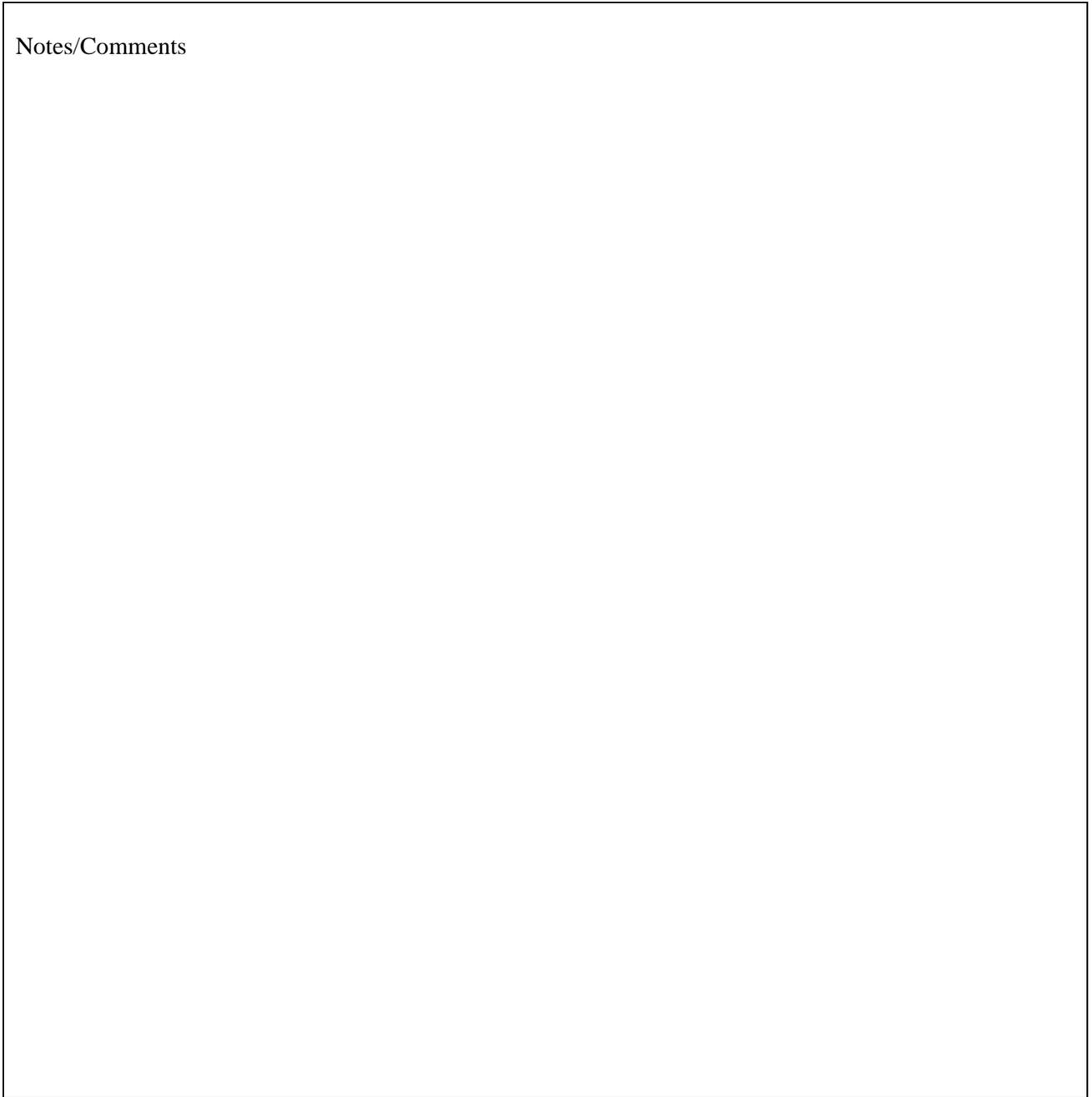
To be competent in this Unit, you must know and understand the following:

- K25 Why it is important for children and young people to choose and explore play spaces for themselves.
- K26 The types of support you may need to provide and how to decide when it is appropriate to provide support.
- K27 Why it is important to leave the content and intent of play to children and young people.
- K28 Why it is important to allow play to continue uninterrupted.
- K29 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.
- K30 The main stages of the play cycle.
- K31 How to define a play frame.
- K32 How to identify play cues.
- K33 How to identify when and how to respond to a play cue.

UNIT DVIN 04 (PW22) Research, design and facilitate possibilities for self-directed play

Element 3 (PW22.3) Interact with children and young people during self-directed play

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:** _____

This page is intentionally blank

UNIT DVIN 04 (PW22) Research, design and facilitate possibilities for self-directed play

Element 4 (PW22.4) 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 encourage them to 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

From your work 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

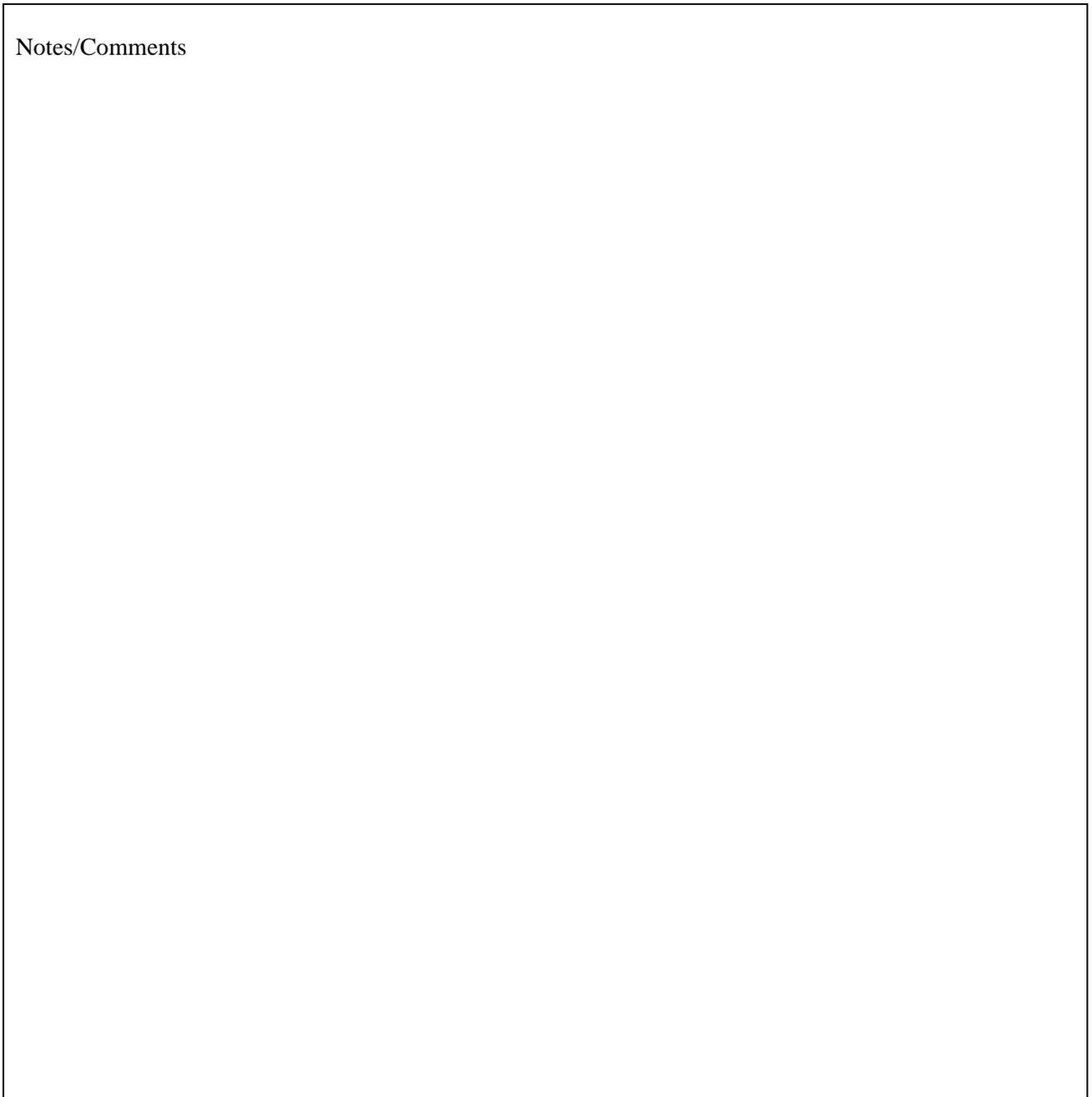
To be competent in this Unit, you must know and understand the following:

- K34 Why risk is important in play and how to encourage and support acceptable risk taking.
- K35 Particular risks that disabled children face and how to help them manage these.
- K36 Levels of risk acceptable according to organisational policies and procedures.
- K37 The range of hazards that may occur during children's play and how to recognise these.
- K38 The basic stages of child development and the implications these have for levels of risk.
- K39 How to assess risk according to age and stage of development.
- K40 The importance of balancing risk with the benefits of challenge and stimulation.

UNIT DVIN 04 (PW22) Research, design and facilitate possibilities for self-directed play

Element 4 (PW22.4) 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

Candidate: _____ **Date:** _____

Assessor: _____ **Date:** _____

Internal Verifier: _____ **Date:** _____

UNIT DVIR 04 (PW23) Support others in accessing the resources they need to provide play

This Unit has the following elements:

- Element 1 (PW23.1) Identify the playwork needs and resources of other organisations and individuals**
- Element 2 (PW23.2) Help organisations and individuals to share information on needs and resources**
- Element 3 (PW23.3) Co-ordinate the provision of playwork resources**

Unit Summary

This Unit is about supporting others in the provision of play. This involves keeping track of relevant organisations and individuals who may benefit from your work and the needs and resources they have, encouraging and helping them to communicate and network with each other and providing resources to them.

Target Group

The Unit is for you if you have some responsibility for supporting other organisations and individuals whose main purpose is to provide children with opportunities for freely chosen, self-directed play.

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

Communication Higher
Numeracy Intermediate 2
Working with Others Higher
Problem Solving Higher
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.
Resources	For example, finance, advice and information, physical resources (such as equipment and materials, buildings etc), training and development.

UNIT DVIR 04 (PW23) Support others in accessing the resources they need to provide play

Element 1 (PW23.1) Identify the playwork needs and resources of other organisations and individuals

Performance Criteria

To meet the national standard, you must:

- 1 Identify relevant **organisations and individuals** who could benefit from your work.
- 2 Identify relevant **organisations and individuals** who have the resources to help those with similar needs.
- 3 Prioritise the needs of **organisations and individuals** according to agreed criteria.
- 4 Record these **needs and resources** clearly and accurately.
- 5 Keep all information up-to-date and only make it available with the approval of the **organisations and individuals** involved.
- 6 Deal with the **organisations and individuals** involved in a way that maintains a lasting relationship.

Range

From your work you must show that you have worked effectively with the following:

- 1 **Organisations and individuals**
 - (a) departments in the same organisation
 - (b) external organisations
 - (c) other practitioners
 - (d) other professionals
 - (e) groups who traditionally experience barriers to access

and collected information on the following:

- 2 **Needs and resources**
 - (a) finance
 - (b) advice and information
 - (c) physical resources
 - (d) training and development

Knowledge and Understanding

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

- K1 The range of organisations and individuals relevant to your work.
- K2 How to identify those organisations and individuals.
- K3 How to identify and prioritise needs according to agreed criteria.
- K4 The importance of recording needs and resources.
- K5 How to keep information on the needs and resources of relevant organisations and individuals accurate and up-to-date.
- K6 The importance of confidentiality and not divulging information without agreement.
- K7 The importance of maintaining lasting relationships with the organisations and individuals involved and how to do this.
- K8 The importance of making contact with groups who traditionally experience barriers to access and how to do so.

UNIT DVIR 04 (PW23) Support others in accessing the resources they need to provide play

Element 1 (PW23.1) Identify the playwork needs and resources of other organisations and individuals

No	Description of Evidence	Knowledge and Understanding							
		K1	K2	K3	K4	K5	K6	K7	K8

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:** _____

This page is intentionally blank

UNIT DVIR 04 (PW23) Support others in accessing the resources they need to provide play

Element 2 (PW23.2) Help organisations and individuals to share information on needs and resources

Performance Criteria

To meet the national standard, you must:

- 1 **Maintain** the flow of information between **organisations and individuals** efficiently and effectively as required.
- 2 Make sure the information is clear, accurate, up-to-date and in a form and style appropriate to those involved.
- 3 Take opportunities to collect and pass on relevant information to other **organisations and individuals**.
- 4 Take opportunities to bring new **organisations and individuals** into networking arrangements.
- 5 Collect feedback from the **organisations and individuals** involved and review the networking arrangements on a regular basis.

Range

From your work you must show that you have covered the following ways to:

- 1 **Maintain** the flow of information
 - (a) producing written information
 - (b) formal and informal meetings
 - (c) providing publications
 - (d) networking

between the following types of:

- 2 **Organisations and individuals**
 - (a) departments in the same organisation
 - (b) external organisations
 - (c) other practitioners
 - (d) other professionals
 - (e) groups who traditionally experience barriers to access

Knowledge and Understanding

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

- K9 The processes you should follow to help colleagues adjust to and develop their roles and responsibilities.
- K10 The importance of maintaining the flow of information between relevant organisations and individuals.
- K11 How to do this efficiently and effectively.
- K12 How to keep the information clear and up-to-date.
- K13 How to present information in a style and form that is appropriate for the organisations and individuals involved and why this is important.
- K14 How to take opportunities as part of your day-to-day work to collect and pass on information and identify new people to bring into networking arrangements.
- K15 The importance of reviewing networking arrangements on a regular basis.
- K16 How to enable networking that involves groups who traditionally experience barriers to access.

This page is intentionally blank

UNIT DVIR 04 (PW23) Support others in accessing the resources they need to provide play

Element 3 (PW23.3) Co-ordinate the provision of playwork resources

Performance Criteria

To meet the national standard, you must:

- 1 Keep the relevant **organisations and individuals** informed of the **resources** that are available, any conditions attached and how they can access them.
- 2 Follow your organisation's procedures for allocating **resources to organisations and individuals**.
- 3 Provide help to make applications for **resources**, as required.
- 4 Allocate **resources** fairly, according to need and in line with agreed criteria and priorities.
- 5 Check that **resources** are being used as agreed and deal with any variations from agreements.
- 6 Monitor and evaluate feedback from users on the allocation arrangements.

Knowledge and Understanding

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

- K17 The importance of keeping people informed of the resources available to them.
- K18 Organisational procedures for allocating resources, how organisations should make applications and how these applications should be judged.
- K19 Resources that may be needed to support the inclusion of disabled children and how to access and provide these.
- K20 The importance of monitoring how resources are being used and making sure that agreements are being kept to.
- K21 The importance of regular reviews of how resources are being allocated.

Range

From your work you must show that you have co-ordinated the following types of:

- 1 **Resources**
 - (a) finance
 - (b) advice and information
 - (c) physical resources
 - (d) training and development

to the following:

- 2 **Organisations and individuals**
 - (a) departments in the same organisation
 - (b) external organisations
 - (c) other practitioners
 - (d) other professionals
 - (e) groups who traditionally experience barriers to access

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

Relevant experience

Description of your current
job

Previous work experience

Qualifications and training

Continued overleaf

**Qualifications and Training
(continued)**



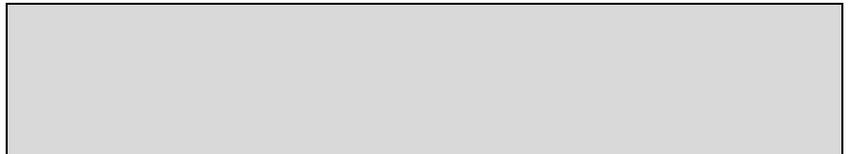
Voluntary work/interests



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



Address



Postcode



Tel no



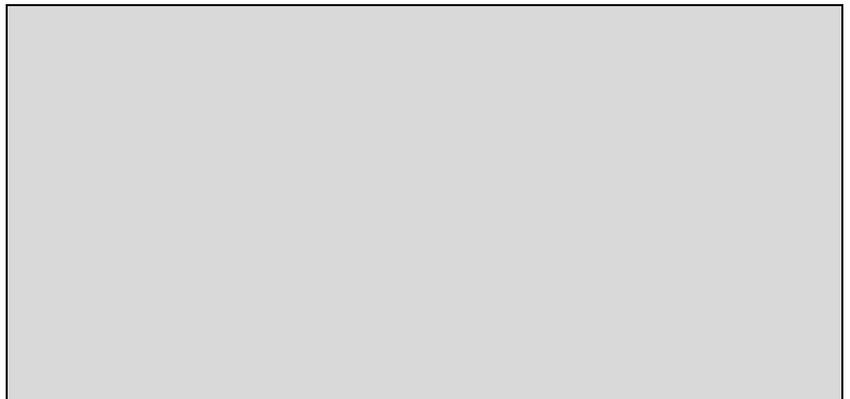
Type of Business



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 4

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

A0160206

Optional information:

Name:

Organisation: