

SVQ in Playwork level 2

Candidate Guidance and Portfolio

Award Code: G8WE 22

Candidate name:

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The National occupational standards which form the basis of this award were developed by the SPRITO now known as SkillsactiveUK. This document is for candidate use only and should not be used as substitute for the National Occupational Standards.

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Index

Section	Contents	Page					
1	General information about SVQs						
	 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 						
2	How to compile your portfolio (including worked examples)	11					
	 General information Evidence Collection Process Planning your portfolio Starting your portfolio Contents checklist Collecting your evidence Presenting your evidence Referencing your evidence Worked examples Index of evidence Unit progress record Element achievement record Personal statement Observation record Witness testimony Record of questions and candidate's answers 						
3	The Units and the recording documents for your SVQ	27					
	The structure of the SVQ in Playwork level 2 - Unit Progress Record - Units - Glossary of terms						

Section	Contents	Page
4	Blank recording forms	158
	 Portfolio title page Personal profile Contents checklist Index of evidence Unit assessment plan 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 level 2 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 _______ Elements

Units define the broad functions carried out in your particular job role 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 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.

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

You must cover all of the items in the **scope** 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:

- 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.
- The specific regulations which govern your work activities.

The **KNOWLEDGE & 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).

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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 (scope)

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.

	Who are they?	What is their role?
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
Internal Verifiers*	Individuals appointed by an approved centre to ensure the quality of assessment within the centre.	recording candidate progress. 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 co-ordinate 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

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 standards carefully to find out the national training organisation's (NTOs) view of what constitutes a realistic working environment. Some NTOs 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

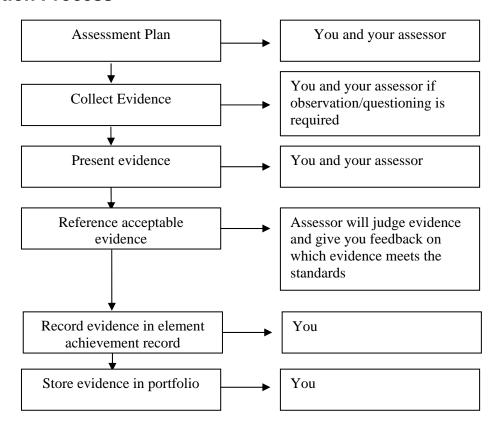
A portfolio, like a log book, is a way of recording evidence of your achievements. It is a collection of different items of evidence which indicates that you have the required skills, knowledge and understanding to support your claim to a qualification.

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

Starting your portfolio

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

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

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

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

Contents checklist

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

		Completed?	Page/Section number
Title j	page for the portfolio		
Perso	nal profile		
•	your own personal details		
•	a brief CV or career profile		
•	description of your job		
•	information about your employer/training provider/college		
Unit 1	Assessment Plans		
Unit p	progress record		
Comp	oleted Element Achievement Records for each Unit		
•	signed by yourself, your assessor and the internal verifier (where relevant)		
•	Evidence reference numbers included		
Index comp	of evidence (with cross-referencing information leted)		
Evide	ence (with reference numbers)		
*	observation records		
*	details of witnesses (witness testimony sheets)		
*	personal statements/reflective accounts		
•	products of performance		

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' 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/reflective account 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 sometimes one that is not easily observed. This can be documented in your personal statement/reflective account 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, letter of the alphabet, or colour. (We have used numbers throughout this sample portfolio).

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 each Performance Criteria, scope statement, Evidence Requirements and Element Specific Knowledge and Understanding. There is also a grid at the beginning of each Unit which will allow you to record your evidence for the Unit wide knowledge and understanding. 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, Scope, 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, Scope, 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 PW33 Support Relationships in the Play Environment	Yes	BS
2	Record of questions and answers for PW33 Support Relationships in the Play Environment	Yes	BS
3	Candidate reflective account for PW34, PW36 Cultural and Imaginative Play Opportunity	Yes	BS
4	Witness testimony for PW35 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:	Ashlei	gh Taylor	

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

Unit Checklist

Mandatory	PW33	PW34	PW35	PW36					
Optional	PW25	PW26	PW27	PW28	PW29	PW30	PW31	PW32	

Mandatory units

Unit Number	Title	Assessor	Date
PW33	Support relationships in the play environment	Lewis Smith	9/10/02
PW34	Work with children and young people to create play spaces and support freely chosen, self-directed play	Lewis Smith	6/8/02
PW35	Contribute to health, safety, security and welfare of children and young people using the play environment	Lewis Smith	15/9/02
PW36	Help to improve your own practice and the work of your playwork team	Lewis Smith	12/4/02

Optional Units

PW25	Contribute to providing food and drink in the play environment	
PW26	Facilitate a specific play opportunity at children or young people's request	
PW27	Support the development of playwork opportunities in the community	
PW28	Contribute to supporting disabled children and young people in the play environment	
PW29	Support work with parents and carers in the play environment	
PW30	Carry out playwork in a school setting	
PW31	Contribute to the administration of the play environment	
PW32	Support the travel of children and young people outside the play environment	

Element achievement record

(Example 3)

Unit title: PW33 Support relationships in the play environment

Element: 1

Evidence Index No	Description of Evidence							Area	s of K	nowled	lge an	d Unde	erstand	erstanding			
		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																	
23																	
				+		+											
					1												

Unit:		
Element:		
Notes/Comments		
The candidate has satis	fied the Assessor and Internal Verifier that the performance evidence has	been met.
Candidate:	Ashleigh Taylor	Date: <u>3/4/03</u>
Assessor:	Lewis Smith	Date: <u>6/4)03</u>
Internal Verifier:	Bandeep Shorka	Date: <u>15/4/03</u>

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
7/2/08		I had observed the children playing in the gym hall of the out of school care on Tuesday. They were playing hide and seek, but had got a bit frustrated with it as there were not enough places to hide. I chatted to a few of the children afterwards, and asked them what they thought could make the play space better. They said that they wanted stuff to make hiding places, so I asked my manager if I could get this for them		PW34.1 pc 1, K12 PW33.1 pc 1, 3 PW36.2 pc 2, 7 PW34, K8
		for the next time the children were in. I feel it is important to listen to the children and help them get what they want in the playroom if possible. So today I collected lots of resources that hopefully the children could use. Before the children arrived I was asked to do the health and safety checklist in the hall. It is used by other people at night so it is important to check that it is safe and that all the areas are		PW34.1 pc 5 PW35.1 pc 1, 3, 8 K3, K8
		clean and nothing is lying about or entrances blocked. I filled in the health and safety checklist and reported back to my manager that one of the chairs has a break in the leg. She asked me to take it to the janitor which I did. I had brought some large bags of material, sheets, clothes pegs, thin rope, two clothes		PW34.1 pc 6
		horses and two pop up tents. I also had a large roll of bubble wrap. I talked to my manager and we decided that it was best to just leave the bags in the hall. When the children arrived in from school with the other staff, I said hello to them and asked if they had a good day. They were all very excited to see the bags and tents.		pc 1, 2, 3 PW33.1 pc 4 K11
		Some of them got into the bags immediately, and seemed to already have the idea to build a den. One of the boys asked me if this was the stuff that they had wanted for hide and seek. I told them it was and he said wicked, and started to put up one of the tents. I stood back and observed and encouraged them, it was really hard not to join in and get the tent up. One of		PW34.1 pc 1 PW34.2 pc 5, 6 PW34
		the children finally asked me to help them with the den, which I did, but I still tried to get him to think about it himself and take the lead.		K10 PW34 K26

Personal statement/Reflective Account (cont) (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
7/2/08		Tommy is one of the new children from p1 and is only five, I saw him looking at the others all being busy and he looked like he didn't know what to do or how to cue. I asked him if he wanted to help me put up one of the tents. He smiled and started to help me. I asked him what he thought we should do and tried to encourage him to take the lead and set the play cues. Tommy got involved and the more children came over and asked to help, I put it over to		PW33.2 pc 5 PW33.1 pc 10 PW34.2 pc 8, 9
		Tommy who looked very pleased with himself and he told the others what he needed them to do. I stepped out of the play frame at this time and continued to observe. The children after having all the dens and tents set up, decided to play hide and seek. They knew that we as adults were there, and we chatted to them and encouraged them but didn't get involved or interrupt their play unless they asked us to. It		PW34.1 pc 4, 5
		was a really good play session. The game of hide and seek developed into each of the dens becoming planets and so a battle of the planets began. One of the girls asked another member of staff for the dressing up clothes and the house corner equipment. I helped the staff get the equipment out of the cupboard. The children got dressed up and put the house		PW34.1 pc 6
		corner stuff into their dens or planets. I asked my line manager if I could put the snacks on the big table but let the children take it all into their dens. She said that was fine as long as I was prepared to clear up the mess if it got spilled.		PW35.1 pc 1, 2, 3, 5, 7
		One of the girls was running across the room and slid on the floor. I was just beside her and so helped her up and told her she would be okay. I asked here where it hurt and if she wanted to sit down, but she said she was fine. She didn't seem to have bumped her head or have any obvious injury, so I let her go back to play. I told my line manager and asked whether I should fill in an accident form or not. She told me to fill one in even though there seemed to be nothing wrong. I filled the form in and my manager signed it and put it in the log book.		PW34.2 pc 9, 10

Personal statement/Reflective Account (cont) (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
7/2/08		In the hall the children were having great fun. They asked if they could keep the dens up till tomorrow, but I explained that we had to clear them all away as other groups used the hall at night. We discussed how they could keep all their stuff together to do tomorrow. One of the other members of staff suggested that they all got a black bag and each little group who had made a den could put all their stuff in it and put a sticker on it for tomorrow. The children liked this and we told them that it would be good to tidy up now before all the parents came. I helped some of the children dismantle their dens and put their material into the bags.		PW34.2 pc 10
		I talked to some of the children as we tidied up and asked them what they thought of the play session. They had really enjoyed it and were full of ideas for tomorrow as to how they could make their planets better. My manager also encouraged me at the end of the session, and gave me feedback on how she thought it had gone.		PW36.1 pc, 1,3

Signed (candidate):	Koss Kinaness
Date:	6/2/08

Observation Record

(Example 5)

Unit/Element(s): PW33, PW34, PW35

Candidate: Ross **Date of Observation:** 4/2/08

Evidence index number: 1

Skills/activities observed:	PCs covered:
D 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	DW22.1 1.2.2.4.7.0.10
Ross checked the room with the health and safety checklist	PW33.1 pc 1, 2, 3, 4, 7, 8, 10
before the children arrived. He noted a broken chair and	PW33.2 pc 3
reported to his line manager. He welcomed the children when	PW34.1 pc 1, 2, 3, 4,5 6
they got in and chatted to them about their day. Ross had	wymc a1, 3
boxes and bags of material and a big roll of bubble wrap. He	PW34.2, 3, 4, 6, 7
also had two pop up tents and the parachute. Ross told the	PW35.1 pc 1, 3, 4, 8
children that it was stuff for them to use as they had	PW35.2 p5, 6
discussed with him yesterday. The children were excited, and	PW36.2 pc, 1, 2, 3
began to get all the stuff out of the bags. Ross observed the	
play. One of the children asked him to help put up the tent,	
which Ross did, then he asked if they needed help with	
anything else. Two girls asked him to help them make a den	
and asked him if he had ideas. Ross returned well to the cues	
and only helped or intervened when the children asked him	
to. One of the new children who was only give looked a bit	
lost, Ross approached him and asked him if he wanted to help	
him build a den. The boy said he would. Ross involved the	
child and as more children came over and asked the boy if it	
was okay to play in his den, Ross stepped back and let the	
boy lead, then stepped out of the play frame. The play lead to	
a game of hide and seek with all the children playing. Ross	
observed, and intervened when one of the girls slid on the	
floor and fell over. Ross reassured her and checked she didn't	
need first aid treatment. Ross reported it to his manager.	

Knowledge and understanding apparent from this observation:	

Other Units/Elements to which this evidence may contribute:							

Assessor comments and feedback to candidate:

A good piece of playwork Ross. The children enjoyed this and your cue and returns within the play frame were good. Well done.

I can confirm the candidate's performance was satisfactory.

Assessor signature: Aneesha Shah Date: 7/2/08

Candidate signature: Ross Kindness Date: 7/2/08

Witness testimony

(Example 6)

SVQ title and level:	Playwork SVQ level 2				
Candidate's name:	Ross Kindness				
Evidence index no:	5				
Index no of other evidence which this	6 (Reflective account of accident)				
testimony relates to (if any):					
Element(s):					
Date of evidence:	15/2/08				
Name of witness:	Steven Andrews				
Designation/relationship to candidate:	Colleague at out of school care				
Details of testimony: I witnessed Ross dealing with a child who had fall Ross dealt with the situation well, reassuring the circad Ross's reflective account of the whole situation what happened.	hild and following the correct procedures. I have				
I can confirm the candidate's evidence is authentic Signed by witness: Steven Andrews	c and accurate. Date: 2/08				
Witness (please tick the appropriate box): Holds D32/D33 Award					
Is familiar with the SVQ standa	rds to which the candidate is working				

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

Unit:	PW33	Elemen	nt(s): Unit	wide kr	nowledge					
Evidence index number: 2										
	Circumstances of assessment: Questions relating to knowledge in Units K22, K26.									
List of questions and candidate's responses:										
Q:	Why would you do if you had	any concerns about an	y of the child	ren in th	e play setting?					
A:	I would speak to my line manager about the concern and make sure that I only communicated what I saw or what the children said and not my own view on it. I would also make sure I id not speak to anybody else about my concerns.									
Q:	Why type of support do you th	ink some children may	need to deve	elop the	play space?					
A:	A: Some children may have a disability which may mean that physically they might need support to put up dens or pull ropes. Also a child might struggle in cueing or returning to others either because of their age or confidence and so I would need to be sensitive to this and support if the child wanted me to.									
Asses	ssor's signature: Anec	esha Shah		Date:	8/2/08					
Cand	lidate's signature: Ross	Kindness		Date:	8/2/08					

Section 3 — The Units and recording documents for your SVQ

Unit Progress Record

Qualificat	tion a	and ie	evei: Pia	aywork	ievei 2						
Candidate	e: _										
To achieve t	the wh	ole qu	alification,	you mus	t prove co	omp	etenc	e in all f o	our man	datory	Units.
Please note SQA Unit n documentati valid in thes	umbei ion an	rs. It is d wher	important t	that the S	QA Unit	nun	bers	are used	in all yo	ur reco	ording
Unit checkl	ist —	circle	the reference	ce numbe	er of each	Uni	t as y	you comp	olete it.		
Mandatory	Mandatory PW33 PW34 PW35 PW36										
Optional		PW2	5 PW26	PW27	PW28	PW	/29	PW30	PW31	PW32	2
Mandatory	units	(all U	nits should	be comp	oleted)						
SQA	SSC	/SSB					Assessor		Internal		Date
Unit	Unit	t	Title						Verific	er	
Number	Nun	nber									
F376 04	PW3	33	Support R	elationsh	ips in the	e					
			Play Envi	ronment							
F377 04	PW3	34	Work with	h Childre	n and						
			Young Pe	ople to C	reate Pla	y					
			Spaces an	d Suppor	t Freely						
			Chosen Se	elf-direct	ed Play						
F378 04 PW35		35	Contribute	e to the H	Iealth,						
			Safety, Se	curity, ar	nd Welfa	re					
			of Childre	en and Yo	oung Peop	ple					
			Using the	Play Env	ironmen	t					
F379 04	PW3	36	Help to Improve Your Own								

Practice and the work of Your

Contribute to Providing Food

and Drink in the Play

Facilitate a Specific Play Opportunity at Children or Young People's Request

Environment

Playwork Team

Candidates must achieve xx of the following Units:

Optional Units:

Pw25

PW26

F37A 04

F37B 04

SQA Unit Number	SSC/SSB Unit Number	Title	Assessor	Internal Verifier	Date
Optional U	J nits : (cont)				
F37C 04	PW27	Support the Development of Playwork Opportunities in the Community			
F37D 04	PW28	Contribute to Supporting Disabled Children and Young People in the Play Environment			
F37E 04	PW29	Support Work with Parents and Carers in the Play Environment			
F37F 04	PW30	Carry Out Playwork in a School Setting			
F37G 04	PW31	Contribute to the Administration of the Play Environment			
F37H 04	PW32	Young People Outside the Play Environment			

This Unit has the following Elements:

Element 1 (PW33.1) Develop and maintain relationships with children and young people

Support relationships between children and young people and others in the play environment

Unit Summary

Children and young people can only make the most of play environments when people, playworkers, children and young people work together effectively. This Unit is about the contribution you can make to that process.

The Unit is divided into three parts. The first part gives some examples and explanations of some words we use in the Unit. The second part describes the two things you have to do. The third part describes the knowledge and understanding you must have.

Target Group

This Unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked Units

This Unit links closely with Units PW34, PW35 and PW36.

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

Glossary of terms 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 diversity without compromising the right of individuals to play.

Body language Gestures, postures, and facial expressions by which a person shows various physical, mental, or emotional states and

communicates non-verbally with others.

Children and young people All children and young people of school age with respect for any impairment, their gender, race, culture, language,

sexuality, health, economic or social status and any other individual characteristics.

Communicate/communication Conveying knowledge, information, feelings, ideas, needs or wants to others.

Conventional language Any universal language that follows a set of rules or conventions, for example, spoken languages, such as English, Welsh,

Irish, Hindi, Guajarati or BSL (British Sign Language), ISL (Irish sign language) PECS (Picture Exchange Communication System), MAKATON etc. Conventional languages are universal (ie, contain universally understood structures and rules),

not specific to people or contexts.

Difference The way that one person is different to others, for example, because of their appearance, attitudes, behaviour, likes, dislikes,

ways of communicating, ability etc.

Disabled children and young

people

Children and young people with impairments who experience barriers accessing play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex

requirements which may be permanent or temporary.

Diversity Where there is difference and variety that reflects a broad mix of people from, for example, various demographic, socio-

economic, ethnic and cultural backgrounds and types of ability.

Effectively Producing a successful outcome for the persons involved.

Glossary of terms used in this Unit (cont)

Group agreements Decisions made after discussion with and between children and young people on how they would like to be treated by/treat

others. These agreements are often made on an ad hoc basis to fit a particular or spontaneous situation, but can also be made on an informal or formal basis. They are flexible and exist to accommodate children and young people's requirements and

preferences, rather than be rules imposed by adults.

Individuality The combination of qualities and characteristics that distinguish one person from others.

Non-conventional A communication system worked out and developed in a specific context for a specific reason with specific people.

communication examples include: codes, made-up languages, specific signs or actions.

Non-conventional language Languages used in ways that differ from accepted social custom and practice eg, electronic communicator, street talk,

texting, made up play languages, swear words.

Non-verbal communication Expressing through and making inferences from such things as gestures, facial expressions and body language.

Play environment Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-

school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.

Transition Most children and young people naturally pass through a number of physical and emotional stages as they grow and

develop. Often, they will also be expected to cope with changes such as movement from primary to secondary school and for disabled children or children with chronic ill health, there may be an additional change of support moving from children's to adult services. Such changes are commonly referred to as transitions. Some children may have to face very particular and personal transitions not necessarily shared or understood by all their peers. These include: family illness or the death of a close relative; divorce and family break-up; issues related to sexuality; adoption; the process of asylum;

disability; parental mental health; and the consequences of crime.

Element 1 (PW33.1) Develop and maintain relationships with children and young people

Performance Criteria

You must:

- 1 Establish a rapport with children and young people.
- 2 Give respect to all children and young people.
- Actively listen to children and young people and value what they say, experience and feel.
- 4 **Communicate** with children and young people in a way that is appropriate to the individual.
- 5 Provide children and young people with reasons for your actions when appropriate.
- 6 Check that children and young people understand what you communicate.
- 7 Be responsive to children and young people's questions, ideas and suggestions.
- 8 Support children and young people in making choices for themselves.
- 9 Value all children and young people's individuality and differences.
- Give attention to individual children and young people in a way which is fair to them and the group as a whole.

Scope

What you must cover

This Element covers the following types of:

- A Ways to communicate
 - (1) conventional languages
 - (2) body language

Element 2 (PW33.2) Develop and maintain relationships with children and young people

Performance Criteria Scope

You must:

You must show that you meet the national standard opposite.

- Support all children and young people to communicate effectively with others.
- 2 Encourage children and young people to understand other people's individuality, diversity and differences.
- 3 Help children and young people to understand and respect other people's feelings and points of view.
- Support children and young people to develop group agreements about the way they interact with others.
- 5 Support children and young people experiencing transitions and other issues that impact on their behaviour and relationships.
- 6 Support children and young people who have been affected by the behaviour of others, when that support is what they want.
- Where appropriate, encourage and support children and young people to deal with conflict for themselves.

Knowledge and Understanding

What you must know and understand:

- K1 How the Playwork Principles specifically relate to this Unit.
- K2 The legal requirements when relating to children and young people and why it is important to comply with them.
- K3 The values and ethos of your organisation and how they may support or conflict with your own.
- K4 Your own role in the play environment and how this affects your relationship with children and young people and their freedom to play.
- K5 Children and young people's development and how this affects their relationships with others, including how they communicate.
- K6 What is meant by adults' 'appropriate' and 'inappropriate' behaviour according to the situation and the child/young person.
- K7 Why it is important that you establish a rapport with children and young people.
- K8 What is meant by anti-discriminatory practice and why is this important to effective playwork.
- K9 What is meant by an honest, respectful and trusting relationship with children and young people and how to develop such relationships.
- K10 The importance of clear communication with children and young people and its two-way nature.
- K11 How to actively listen to children and young people, making them feel valued and involved.
- K12 When it is important to focus on the individual rather than the group.
- K13 The different ways in which you can communicate with children and young people; conventional languages, non-conventional languages and non-verbal communication.
- K14 The importance of understanding that children and young people may not have understood what is being communicated and how to check and reinforce their understanding.
- K15 Challenges that disabled children and young people sometimes face when communicating and forming relationships with others and how to address these challenges.
- K16 The importance of children and young people being able to make choices.
- K17 How to interact with all children and young people in ways that support their ability to think and learn.
- K18 Why it is important to show a commitment to treating all children and young people fairly and being respectful by actively listening and avoiding assumptions.
- K19 Why it is important for children and young people to be able to ask questions, offer ideas and suggestions.
- K20 How play helps all children and young people develop relationships.
- K21 What are group agreements and when and why they are important.
- K22 The meaning of individuality, diversity and differences.
- K23 Why it is important for children and young people to understand other people, their individuality, diversity and differences.
- K24 Why it is important for children and young people to understand other people's feelings and points of view.

Knowledge and Understanding (cont)

- K25 Why it is important for children and young people to be able to deal with conflict themselves and what support they may need from you and when it may or may not be appropriate.
- K26 The types of transitions and other issues that children and young people may experience and the impact these may have on their behaviour and relationships with others.
- K27 The types of support that you can provide to children and young people who are experiencing transitions, consistent with the limits of your job role.

Element 1 (PW33.1) Develop and maintain relationships with children and young people

		Perform		Scope									
No	Description of Evidence	1	2	3	4	5	6	7	8	9	10	A(1)	A(2)

Element 2 (PW33.2) Develop and maintain relationships with children and young people

		Performance Ci	riteria					
No	Description of Evidence	1	2	3	4	5	6	7

		Kno	Knowledge and Understanding K1 K2 K3 K4 K5 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K16 K17 K18 K19 K20 K21 K22 K23 K24 K25 K26 K1																									
No	Description of Evidence	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	K14	K15	K16	K17	K18	K19	K20	K21	K22	K23	K24	K25	K26	K27

Notes/Comments		
The candidate has satisfied the Assessor and Internal Verifier that the perj	formance evidence has been met.	
Candidate:	Date:	
Assessor:	Date:	
Internal Verifier:	Date:	

This Unit has the following Elements:

Element 1 (PW34.1) Work with children and young people to create play spaces

Element 2 (PW34.2) Support children and young people's freely chosen, self-directed play

Unit Summary

Children and young people have a right to a variety of play spaces that stimulate them and provide opportunities for risk, challenge and personal growth. This Unit is about working with children and young people to create such spaces and support their freely chosen, self-directed play.

The Unit is divided into three parts. The first part gives some examples and explanations of some words we use in the Unit. The second part describes the two things you have to do.

Target Group

This Unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked Units

This Unit links closely with Units PW33, PW35 and PW36.

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

Glossary of terms used in this Unit

Ability The quality of being able to do something; a quality that permits or facilitates achievement or accomplishment.

Affective play space A space that pays attention to and supports the variety of feelings and moods that children and young people bring with them

> or have during play. The space has particular areas, materials and/or props that at different times stimulate or encourage the expression, experience or experimentation with a range of emotions; and seeks to develop via diverse means, an overall

ambience of welcome, acceptance, freedom and playfulness.

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 and young people, 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 All children and young people of school age with respect for any impairment, their gender, race, culture, language, sexuality,

health, economic or social status and any other individual characteristics.

rights

Children and young people's Children and young people's entitlements under law and the United Nations Convention on the Rights of the Child. In particular that children and young people have a right to play and free time, and to say what they think and be listened to

about decisions that affect them.

Concern The awareness of indicators (verbal or behavioural from the child/young person or information from third parties) that a

child/young person's physical or emotional well-being has been disrupted. Some indicators could result from for example, bereavement, difficulties or transitions at home or school. Indicators may also suggest the possibility of child abuse or an

abusive situation.

Development This includes play-related aspects of human growth from birth through adolescence. These include the progressive

development of the child's intellectual skills; personality development, involving the complex interaction between psychological and social factors and the stage-by-stage development of the body and physical skills; it also includes

socialisation, the process by which children and young people adjust to society and its demands.

Glossary of terms used in this Unit (cont)

Inclusion/inclusive provision 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 disabled and non-disabled, and those from other minority groups, can

participate.

Intervention styles A range of methods the playworker can use in the play environment, these may range from complete non-involvement

through to specific intervention and may include: waiting to be invited to play; enabling un-interrupted play; enabling children and young people to explore their own values; leaving children and young people to improve their own

performance; leaving the content/intent of play to the children/young people; letting the children and young people decide

why they play; enabling the children and young people to decide what is appropriate behaviour; only organising when

children and young people want you too.

Observation The purpose of observation in a play environment is to observe children and young people's play behaviours and the

response of adults to ensure the environment continues to provide effective play spaces. These observations may include play types, cues and returns and playworkers' interventions. These observations are not for the purpose of monitoring children's

development, planning activities or a curriculum; observations may or may not be recorded.

Permanent play space Spaces that are fixed and cannot move eg, certain structures, kitchen etc, but these spaces may still also incorporate transient

play spaces at different times.

Physical play space Spaces that support children and young people in physically playing in any way they wish, for example, moving, running,

jumping, climbing, swinging, dancing, wrestling, sliding, chasing, as well as all the fine motor skills.

Play cues* Facial expressions, language or body language that communicate the child or young person's wish to play or invite others to

play.

Play cycle* The full flow of play from the first play cue from the child, its return from the outside world, the child's response to the

return and the further development of play to the point where play is complete. The cycle includes the metalude, the cue, the

return, the frame, adulteration, annihilation and display.

Glossary of terms used in this Unit (cont)

Play environment Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-

school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.

Play process There is much ongoing debate about what The Play Process is and individuals will continue to discuss and come to their own

conclusions. However, for the purposes of this glossary, in the simplest terms, the Play Process is what the child goes through

and what they experience and what they feel whilst they are engaged in playing.

Play space Any area — physical, affective, permanent or transient — that supports and enriches the potential for children and young

people's self-directed play. A play environment may consist of one or any number of play spaces.

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.

Segregated play provision The setting aside of disabled children and young people, based on a professional's view of impairment and lack of ability to

'fit in'. Non-disabled professionals have total control.

Separate play provision Groups of disabled children and young people who choose to meet and develop their own agenda, similar to other minority

groups.

Support A process by which the playworker might encourage, help, inspire, motivate or advocate for children and young people

without directing, controlling or instructing children and young people.

Glossary of terms used in this Unit (cont)

Transient play space

Spaces that change or get modified, adapted or deconstructed using a wide range of movable resources, props, materials and structures — breaking up the wider physical space into different smaller spaces for different kinds of play at different times; examples may include: creating dens and hidey-holes; using fabrics and loose parts to create imaginative places like a hospital or a forest; shifting furniture back or around to accommodate particular games; a transient play space could be the couple of cubic feet behind a piece of furniture, a whole room or field; it could be created spontaneously or planned beforehand.

^{*} Gordon Sturrock and Perry Else, 1998, *The Playground as therapeutic space: Playwork as healing* (known as 'the Colorado Paper'), published in *Play in a Changing Society: Research, Design, Application*, IPA/USA, Little Rock, USA. Available as a PDF free of charge from www.ludemos.co.uk or info.ludemos@virgin.net.

Element 1 (PW34.1) Work with children and young people to create play spaces

Performance Criteria

You must:

- 1 Use your observations, and feedback from children and young people, to identify their play needs and wants.
- Work with children and young people to develop possibilities for **play** spaces that meet these needs and wants.
- 3 Support all children and young people to create **play spaces** to appropriate to their individual needs and requirements.
- 4 Support children and young people to adapt **play spaces** to provide challenge, stimulation, rest or relaxation.
- Contribute to ensuring there is sufficient flexibility, variety and choice of resources to enable children and young people to adapt the **play spaces**.
- 6 Seek advice and support from colleagues throughout this process of creating **play spaces.**

Scope

What you must cover

This Element covers the following types of:

- A Play spaces
 - (1) physicial
 - (2) affective
 - (3) permanent
 - (4) transient

Element 2 (PW34.2) Support children and young people's freely chosen, self-directed play

Performance Criteria Se

- 1 Support all children and young people's right to play.
- 2 Observe children and young people in play.
- 3 Respond to play cues appropriately.

You must:

- 4 Support children and young people to explore their play spaces.
- 5 Support the play process in a way that does not undermine the children and young people's personal control and involvement.
- Leave children and young people to determine the content and intent of their play.
- 7 Choose an intervention style that enables children and young people to extend their play.
- 8 Take part in play only when invited by children and young people through their play cues.
- 9 Intervene in children and young people's play when their or others' health, safety or welfare requires it.
- 10 Enable play to end in a way that is appropriate to the children and young people, their level of involvement and the requirements of your organisation.

Scope

What you must cover

This Element covers the following types of:

A Play spaces

- (1) physicial
- (2) affective
- (3) transient
- (4) permanent

Knowledge and Understanding

What you must know and understand:

- K1 How the Playwork Principles specifically relate to this Unit.
- K2 How the requirements of the UN Convention on the Rights of the Child in relation to play provision specifically relate to this Unit.
- K3 The legal requirements when relating ot children and young people and why it is important to comply with them.
- K4 What is and is not freely chosen, self-directed play.
- K5 Why children and young people's play should be freely chosen and self-directed.
- K6 The importance of inclusion in playwork practice.
- K7 How play and interactions with others in the play environment help the child/young person to understand themselves and the world around them and realise their potential.
- K8 The playworker's role in supporting freely chose, self-directed play through helping to create play spaces with children young people.
- K9 Different types of play spaces and why they are important.
 - ♦ physical
 - ♦ affective
 - **♦** transient
 - **♦** permanent
- K10 How children and young people's development can affect their play needs and wants and their ability or willingness to take part in changing/adapting and creating play spaces.
- K11 The specific requirements of disabled children and young people and how these should be met when creating play spaces.
- K12 Different methods of observing children and young people and how to use this information to identify play needs and wants.
- K13 Effective methods of getting feedback from children and young people with respect for their preferred methods of communication.
- K14 How to identify if a play space is stimulation, challenging, restful or relaxing.
- K15 Possible interventions that could be used to provide challenge and stimulation.
- K16 The barriers to accessing the play space and play that some children and young people may experience and how to address these.
- K17 The difference between 'separate', 'segregated' and 'inclusive' play provision.
- K18 The concept of 'loose parts' and how loose parts are used.

Knowledge and Understanding (cont)

- K19 The importance of risk and challenge in the play of all children and young people's play.
- K20 How to balance risk and challenge against requirements for health and safety taking account of development, personal interest and ability.
- K21 Awareness of assessment or frameworks or guidelines designed to safeguard the welfare of children and young people.
- K22 How to communicate any concerns you may have about individual children and young people playing.
- K23 The importance of recognizing and advocating all children's rights to play.
- K24 the specific requirements of disabled children and young people and how these should be met when they are involved in play, including helping them to manage risk.
- K25 How to balance the rights of the child or young person to play in a self-directed way with the rights of others.
- K26 The types of support that children and young people might need to adapt a play space and how to provide this support without taking control.
- K27 How to identify when children and young people need support within the play space and the types of support they may need.
- K28 The main stages of the play cycle.
- K29 A range of play types that are commonly accepted by the playwork field.
- K30 Situations in which your own involvements in play could increase the children and young people's involvement and stimulation and situations when it could have the opposite effect.
- K31 How to bring play to an end sensitively and in a way that is sensitive to the children and young people and their level of involvement.
- K32 The organisational procedures you need to follow after a play session, including tidying up and checking equipment and other resources.

Element 1 (PW34.1) Work with children and young people to create play spaces

		Performan	ce Criteria				Scope				
No	Description of Evidence	1	2	3	4	5	6	A(1)	A(2)	A(3)	A(4)
											-
											<u> </u>
											
											
											<u> </u>
											<u> </u>
											<u></u>
											<u> </u>
											1

Element 2 (PW34.2) Work with children and young people to create play spaces

		Performan	ce Criteria				Scope				
No	Description of Evidence	1	2	3	4	5	6	A(1)	A(2)	A(3)	A(4)
											-
											<u> </u>
											
											
											<u> </u>
											<u> </u>
											<u></u>
											<u> </u>
											1

		Knowledge and Understanding															
No	Description of Evidence	K1	K2	К3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	K14	K15	K16

		Knowledge and Understanding (cont)															
No	Description of Evidence	K17	K18	K19	K20	K21	K22	K23	K24	K25	K26	K27	K28	K29	K30	K31	K32

Notes/Comments		
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The candidate has satisfied the Assessor and Internal Verifier that the perfe	ormance evidence has been mei	
Candidate:	Date:	
Assessor:	Date:	
Internal Verifier:	Date:	

This Unit has the following Elements:

Element 1 (PW35.1) Support the health, safety and security of children and young people

Element 2 (PW35.2) Respond to emergencies

Element 3 (PW35.3) Help to safeguard the welfare of children and young people

Unit Summary

Children and young people have a right to play in environments that are free from unacceptable risk of death or serious injury. Accidents and emergencies will occur and you should know how to respond to these effectively. As a playworker you should also help to safeguard the welfare of children and young people who use the play environment.

The Unit is divided into three parts. The first part gives some examples and explanations of some words we use in the Unit. The second part describes the three things you have to do. The third part describes the knowledge and understanding you must have.

Target Group

This Unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked Units

This Unit links closely with Units PW33, PW34 and PW36.

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

Glossary of terms used in this Unit

The quality of being able to do something; a quality that permits or facilitates achievement or accomplishment. **Ability**

and risk

Acceptable level of challenge A level of challenge and risk that provides the potential for children and young people to learn and develop without causing risks that are not acceptable to your play setting's policies and procedures for health and safety.

Your organisation should already have carried out formal risk assessments for all aspects of your play environment; this will **Assessing risk**

> result in written health and safety policies and procedures. However, every worker is responsible for identifying hazards when they occur, assessing the risks they present and taking action to control these risks in line with their organisation's

policies and procedures.

Bullying Aggression deliberately and or persistently directed against a particular target, or victim.

Children and voung people All children and young people of school age with respect for any impairment, their gender, race, culture, language, sexuality,

health, economic or social status and any other individual characteristics.

Concern The awareness of indicators (verbal or behavioural from the child/young person or information from third parties) that a

> child/young person's physical or emotional wellbeing has been disrupted. Some indicators could result from for example, bereavement, difficulties or transitions at home or school. Indicators may also suggest the possibility of child abuse or an

abusive situation.

Development This includes play-related aspects of human growth from birth through adolescence. These include the progressive

development of the child's intellectual skills; personality development, involving the complex interaction between psychological and social factors and the stage-by-stage development of the body and physical skills; it also includes

socialisation, the process by which children and young people adjust to society and its demands.

A situation requiring an immediate response, ranging from calling 999 to a problem that requires prompt action by staff **Emergency**

within the play environment.

Glossary of terms used in this Unit (cont)

Hazard Something that may cause harm to the health, safety and welfare of users of the play environment, for example, broken glass,

faulty play equipment, doors being left open that should be closed.

Health and safety policies

procedures

These will be written policies and procedures developed by your organisation in line with relevant legislation, such as the and

Health and Safety at Work Act, the Children Act and Control of Substances Hazardous to Health regulations.

Play environment Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-

school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.

RiskThe possibility of a hazard actually causing harm, and the seriousness of harm it may cause to children, young people and

others, this will often be influenced by the level of understanding and development of the children and young people

involved.

Security hazards For example strangers, familiar adults with access restrictions, opportunities for younger children to leave a supervised

setting, suspect packages etc.

Serious injury An injury that is life threatening or may result in permanent impairment.

Unacceptable risk When a child or young person engages in play behaviour that is likely to result in death or serious injury. Other risks, whilst

being perceived as dangerous and potentially harmful, can be considered acceptable because the benefits of the play

experience outweigh the harm that may occur.

Element 1 (PW35.1) Support the health, safety and security of children and young people involved in play

Performance Criteria

You must:

1 Identify **hazards** in the play environment and consider what risks these may pose.

- 2 Enable children and young people to assess risks for themselves.
- 3 Assess and manage the risks according to the policies of your organisation whilst maintaining acceptable challenge and risk.
- 4 Get advice from colleagues when you are unsure about how to assess and deal with a **hazard**.
- 5 Support children and young people to take responsibility for their own health, safety and security.
- 6 Make sure your own actions do not endanger the health, safety and security of children and young people.
- Follow your organisation's procedures for ensuring the safety and security of the children and young people on arrival and departure.
- 8 Maintain records on health, safety and security as required by your organisation.
- 9 Regularly check the toilet and washing areas and keep them clean, hygienic and stocked.

Scope

What you must cover

This Unit covers the following types of:

A Hazard

- (1) physical
- (2) emotional
- (3) behavioural
- (4) environmental

Element 2 (PW35.2) Respond to emergencies

Performance Criteria

You must:

- 1 Identify and respond to the **emergency** promptly.
- 2 Remain calm and follow the correct procedures for the **emergency** according to your role and responsibilities.
- 3 Communicate clearly with those involved in the **emergency**.
- 4 Protect those involved in the emergency from harm.
- 5 Give reassurance and comfort to the people involved, if wanted.
- 6 Give other people providing assistance clear information about what has happened.
- Follow the correct procedures for reporting and recording the emergency.

Scope

What you must cover

This Unit covers the following types of:

A Emergency

- (1) injuries
- (2) signs of illness
- (3) requiring evacuation of the play environment
- (4) involving the security of children and young people

Element 3 (PW35.3) Help to safeguard the welfare of children and young people

Performance Criteria Scope

You must: What you must cover

Follow your organisation's procedures for safeguarding the welfare of children and young people.

- Identify, record and report any concerns you may have about children and young people's welfare, being sensitive to the child and the situation.
- 3 Support the child/young person's right to their voice being heard in decisions concerning their welfare.
- 4 Encourage children and young people to be aware of potential risks to their welfare and how to protect themselves.
- 5 Respect confidential information about children and young people.

You must show that you can meet the standard opposite.

Knowledge and Understanding

What you must know and understand:

- K1 How the Playwork Principles specifically relate to this Unit.
- K2 The legal requirements when relating to children and young people and why it is important to comply with them.
- K3 Your organisational responsibilities for the health, safety and security within the remit of your job role.
- K4 Your organisation's policies and procedures for health, safety and security.
- Why it is important for children and young people to take responsibility for their own health, safety and security and that of others and how you can help them to achieve this.
- K6 The types of hazards that are likely to occur in play environments.
- K7 How to assess and minimise the risks associated with these hazards for children and young people on an ongoing basis.
- K8 Situations in which you can deal with a hazard yourself and situations where the hazard must be reported to someone else and who that should be.
- K9 How children and young people's development and their experiences affect their ability to manage risk for themselves.
- K10 The specific requirements of disabled children and young people and how these should be met when helping them to manage risk.
- K11 How you should judge how much supervision to give during play.
- K12 The types of play and other behaviour that may cause unacceptable levels of risk to health, safety and welfare.
- K13 The common types of injuries and illnesses that affect the children and young people you work with.
- K14 The correct procedures to follow for the types of injury and illness you are likely to come across.
- K15 The common types of emergencies that may occur in the play environment and the procedures you should follow for each of these.
- K16 The nominated first-aider in your organisation and how to contact them.
- K17 The correct procedures for contacting emergency services in your organisation.
- K18 Why it is important to remain calm and communicate clearly with people.
- K19 Government and local guidance, policies and procedures relevant to safeguarding children and young people's welfare and your responsibilities in relation to these.
- K20 What is meant by safeguarding children and young people and the different ways in which they may be harmed (including by other children and young people and through the internet).
- K21 Your organisation's safe practice code for protecting members of the staff team and volunteers.
- K22 The different forms and extent of abuse, including bullying, and their impact on a child/young person.

Knowledge and Understanding (cont)

- K23 Physical and behavioural signs that a child or young person may be experiencing abuse, including bullying.
- K24 The fact that signs of abuse can be subtle and can be expressed in play, artwork and the way that children and young people approach relationships with other children, young people and adults.
- K25 How and when to intervene when children's personal hygiene is interfering with them playing with others.
- K26 How and when to intervene when children's hunger is affecting their ability to play.
- K27 Occasions when it's necessary to provide intimate personal care or assistance and how to ensure that respect is shown for the child or young person and that their dignity is maintained.
- K28 Why it is important that a child or young person has the right to take part in decisions that may affect them.
- K29 How to observe, record and report concerns about possible abuse, distinguishing between observation, facts, information gained from others and opinion.
- K30 What is confidentiality, why it is important and when and how to maintain it.
- K31 The role of other people and organisations in relation to safeguarding children and young people's welfare.
- K32 The necessity of information sharing in relation to children and young people's welfare.
- K33 Awareness of assessment frameworks or guidelines designed to safeguard the welfare of children and young people.
- K34 Where to get advice, support and further information on issues to do with safeguarding children's welfare.
- K35 How assumptions, attitudes and discrimination can influence practice and prevent some children and young people from having equality of opportunity and equal protection from harm.

Element 1 (PW35.1) Support the health, safety and security of children and young people

		Perform	ance Cri	teria		Scope								
No	Description of Evidence	1	2	3	4	5	6	7	8	9	A(1)	A(2)	A(3)	A(4)
														<u> </u>

Element 2 (PW35.2) Respond to emergencies

		Performa	nce Criteri	a					Scope			
No	Description of Evidence	1	2	3	4	5	6	7	A(1)	A(2)	A(3)	A(4)
												}
												<u> </u>
												l

Element 3 (PW35.3) Help to safeguard the welfare of children and young people

		Performance Criteria				
No	Description of Evidence	1	2	3	4	5

		Knowledge and Understanding																
No	Description of Evidence	K1	K2	К3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	K14	K15	K16	K17
																		i l

		Knowledge and Understanding (cont)																	
No	Description of Evidence	K18	K19	K20	K21	K22	K23	K24	K25	K26	K27	K28	K29	K 30	K31	K32	K33	K34	K35

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 F379 04 (PW36) Help to Improve Your Own Practice and the Work of Your Playwork Team

This Unit has the following Elements:

Element 1 (PW36.1) Reflect on and improve your playwork practice

Element 2 (PW36.2) Support and improve the work of your playwork team

Unit Summary

As a playworker, you must always reflect on the way you support children and young people's freely chosen, self-directed play and try to improve what you do. You must also be aware that the quality of the children and young people's play experiences depends on how well you work with other members of your team and the contribution that you can make to continuously improving what the team does.

The Unit is divided into three parts. The first part gives some examples and explanations of some words we use in the Unit. The second part describes the two things you have to do. The third part describes the knowledge and understanding you must have.

Target Group

This Unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked Units

This Unit links to Units PW33, PW34 and PW35.

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

UNIT F379 04 (PW36) Help to Improve Your Own Practice and the Work of Your Playwork Team

Glossary of terms used in this Unit

Children and young people All children and young people of school age with respect for any impairment, their gender, race, culture, language, sexuality,

health, economic or social status and any other individual characteristics.

Colleagues The people you work with — people working at the same level as yourself or your manager(s).

Continuing professional

development

An onging process to support your individual professional development — this could involve going on a course, or

observing other members of staff doing things that are new to you, receiving instructions from other members of staff on new

things you have to do, having the opportunity to practice new skills, reading playwork theory, relevant research.

Feedback Other people — children, young people or colleagues — telling you what they think.

Good team work

The type of relationship with your colleagues that helps the team to work well and provide a high level of service to children

and young people. This includes getting along well with your colleagues, being fair to them, avoiding unnecessary

disagreements and not letting your personal life influence the way you relate to colleagues.

Line manager The person to whom you report and who is accountable for the work of the team.

New goals and targetsThese could be developing new skills, levels of understanding or taking on new responsibilities

Playwork practice What you do in the play environment to implement the Playwork Principles, including what you say and don't say and what

you do and don't do.

Relfect Thinking about your work and identifying what you do well and what you could improve in.

Element 1 (PW36.1) Reflect on and improve your playwork practice

Performance Criteria Scope

You must:

You must show you meet the national standard opposite.

- Take note of children and young people's responses to your playwork practice.
- 2 Take note of responses to your playwork practice from adults.
- 3 Ask for constructive feedback on your playwork practice from colleagues.
- 4 Reflect on all aspects of your playwork practice.
- Work with an appropriate person to:
 - ♦ identify your strengths, and areas where you could improve your playwork practice
 - ♦ plan ways in which you could improve your playwork practice
 - identify goals and targets.
- Take part in continuing professional development that is relevant to your goals and targets.
- Review your personal development and identify new areas of skill and knowledge to achieve new goals and targets.

Element 2 (PW36.2) Support and improve the work of your playwork team

Performance Criteria

You must:

1 Support the purpose and objectives of your team.

- 2 Carry out your role and responsibilities.
- 3 Communicate clearly with **others**, making sure they have the information they need.
- 4 Interact with **others** in a way that supports good team work.
- 5 Identify and suggest ways in which the team could improve its work, challenging existing practice where necessary.
- 6 Respond to differences of opinion and conflict constructively.
- 7 Seek advice and support from relevant people when you need it.

Scope

What you must cover.

This Element covers the following types of.

A Others

- (1) line managers
- (2) colleagues within the play environment
- (3) other professionals

Knowledge and Understanding

What you must know and understand:

- K1 How the Playwork Principles specifically relate to this Unit.
- K2 The legal requirements when relating to children and young people and why it is important to comply with them.
- K3 Why reflective practice is important to playwork.
- K4 Why it is important to reflect on all aspects of your playwork practice, including relationships with other people.
- K5 Good practice in performance review and development.
- K6 How to observe children and young people's responses to your playwork practice and use this to reflect.
- K7 How working with children and young people may affect you emotionally and sources of help in dealing with the impact of this.
- K8 Why feedback from others is important in helping you to reflect on your playwork practice.
- K9 What is constructive feedback, and how to gather and handle constructive feedback.
- K10 How to identify your own strengths and areas for development.
- K11 How to identify goals and targets and why this is important to your continuing development.
- K12 How to find out about and access training and development to your role and responsibilities.
- K13 How your colleagues and line manager can help you to develop your skills and knowledge.
- K14 Sources of help on training and development from inside and outside your organisation including organisations with inclusive and rights based approaches.
- K15 Why it is important to continue to review and update your personal development on a regular basis and appropriate ways to do this.
- K16 Why effective team work is important in an inclusive play environment.
- K17 Other organisations and their staff with whom you may need to develop effective team relationships with.
- K18 Why it is important to know about and understand your team, its purpose and objectives and how you should contribute to these.
- K19 Why it is important to be clear about your own role and responsibilities and those of others in your team.
- K20 The contractual obligations, responsibilities and rights relevant to your role.
- K21 The importance of clear communication with other people, what types of information you should communicate to other people.
- K22 How to interact effectively with other people to build an effective team.
- K23 How to make suggestions about improving things that the team does.
- K24 Why it may be important to challenge existing practice and how to do so constructively.
- K25 Different ways to handle differences of opinion and conflict within the team.
- K26 Who you should turn to if you have continuing problems working with colleagues, line managers or people outside your organisation.

Element 1 (PW36.1) Reflect on and improve your playwork practice

		Performance C	riteria					
No	Description of Evidence	1	2	3	4	5	6	7

Element 2 (PW36.2) Support and improve the work of your playwork team

		Performan	ce Criteria			Scope					
No	Description of Evidence	1	2	3	4	5	6	7	A(1)	A(2)	A(3)

	Knowledge and Understanding												
Description of Evidence	K1	K2	К3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13
	Description of Evidence												

		Knowle	Knowledge and Understanding (cont)											
No	Description of Evidence	K14	K15	K16	K17	K18	K19	K20	K21	K22	K23	K24	K25	K26

Notes/Comments		
The candidate has satisfied the Assessor and Internal Verifier that the perf	formance evidence has been met.	
Candidate:	Date:	
Assessor:	Date:	
Internal Verifier:	Date:	

This Unit has the following Elements:

Element 1 (PW25.1) Contribute to providing food and drink in the play environment

Unit Summary

Playworkers sometimes have responsibilities for providing children and young people with food and drink in the play environment.

The Unit is divided into three parts. The first part gives some examples and explanations of some words we use in the Unit. The second part describes what you have to do.

The third part describes the knowledge and understanding you must have.

Target Group

This Unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked Units

This Unit links closely with units PW33, PW34, PW35 and PW36.

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

Glossary of terms used in this Unit

Children and young people All children and young people of school age with respect for any impairment, their gender, race, culture,

language, sexuality, health, economic or social status and any other individual characteristics.

Cultural dietary requirements The types of food and drinks that children and young people are allowed or not allowed to consume according to

the requirements of their culture, for example Moslem or Jewish children not eating pork or Hindu children not

eating beef.

Specific dietary requirementsRequirements that correspond to personal beliefs or particular medical condition, for example not eating meat, or

not eating nuts or flour based products.

Element 1 (PW25.1) Contribute to providing food and drink in a play environment

Performance Criteria Scope

You must:

You must show that you meet the national standard opposite.

- Find out about specific dietary needs of children and young people.
- 2 Find out about cultural requirements of children and young people.
- 3 Contribute to providing a variety of food and drink so that children and young people can choose what and when they eat and drink within organisational guidelines.
- Involve children and young people in the processes of preparation, serving and clearing away, if that is what they want.
- 5 Ensure food storage and preparation meet organisational and legal requirements.
- 6 Be responsive to any child or young person who may need your support or assistance with food or drink.

Element 1 (PW25.1) Contribute to providing food and drink in a play environment

Knowledge and Understanding

What you must know and understand:

- K1 How the Playwork Principles specifically relate to this Unit.
- K2 Basic legal requirements relating to the storage, preparation and serving of food.
- K3 The relationship between nutrition and children and young people's development.
- K4 The effect of food intake on children and young people's ability to play.
- K5 How food may be used as a play resource and issues related to this.
- K6 The types of food and drink which are consistent with healthy eating.
- K7 Food and drink that meet cultural and specific dietary requirements, including allergies.
- K8 How to negotiate with parents in regard to what children and young people should eat.
- K9 The importance of children and young people participating in the selection, preparation, serving and clearing away of food and drink.
- K10 Your organisation's policy in regard to food and drink.
- K11 Health and safety requirements for food preparation areas.
- K12 Risk assessments covering children and young people being in food preparation areas.

Element 1 (PW25.1) Contribute to providing food and drink in a play environment

		Performance Crite	eria				
No	Description of Evidence	1	2	3	4	5	6

Element 1 (PW25.1) Contribute to providing food and drink in a play environment

		Knowled	Knowledge and Understanding											
No	Description of Evidence	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 perfe	ormance evidence has been met.	
Candidate:	Date:	
Assessor:	Date:	
Internal Verifier:	Date:	

This Unit has the following Elements:

Element 1 (PW26.1) Plan a specific play opportunity

Element 2 (PW26.2) Prepare for a specific play opportunity Element 3 (PW26.3) Implement a specific play opportunity

Unit Summary

This Unit is about planning and implementing a specific play opportunity within a play environment. This specific play opportunity may or may not be planned with children and young people, but will always be **optional** for children and young people to take part in if they choose to, and should form part of a wider play environment with a range of other, non-adult involved opportunities or possibilities. The Unit is appropriate for all environments whose main purpose is providing children and young people with opportunities for freely chosen, self-directed play. It is possible that this Unit would be inappropriate for some play environments where adults do not become involved in planning and implementing a specific play opportunity.

The Unit is divided into three parts. The first part gives some examples and explanations of some words we use in the Unit. The second part describes the three things you have to do. The third part describes the knowledge and understanding you must have.

Target Group

This Unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked Units

This Unit links closely with Units PW33, PW34, PW35 and PW36.

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

Glossary of terms used in this Unit

Aims The intentions and reasons behind carrying out the planned activity or specific play opportunity.

Anti-discriminatory practice Taking positive action to counter discrimination; this will involve identifying and challenging discrimination and being

positive in your practice about diversity without compromising the right of individuals to play.

Barriers to accessThings that prevent or discourage children and young people from taking part in play provision. These may include

physical barriers for disabled children and young people, 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 All children and young people of school age with respect for any impairment, their gender, race, culture, language,

sexuality, health, economic or social status and any other individual characteristics.

Children and young people's

rights

Children and young people's entitlements under law and the United Nations Convention on the Rights of the Child. In particular that children and young people have a right to play and free time, and to say what they think and be listened

to about decisions that affect them.

Consult/consultation An active two-way process of informing and involving individuals and groups to encourage the sharing of ideas, views

and opinions especially in order to reach an agreed decision.

Diversity Where there is difference and variety that reflects a broad mix of people from, for example, various demographic, socio-

economic, ethnic and cultural backgrounds and types of ability.

Health and safety requirements

Those required by law, industry codes of practice, regulatory authorities, national governing bodies (if relevant), and those

of your own orgnisation.

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 disabled and non-disabled, and those from other minority groups, can participate.

Glossary of terms used in this Unit (cont)

Plan Evidence that the specific play opportunity has been systematically organised; this would usually take some kind of

written or visual format.

Play environment Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-

school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.

Responsible Colleague The colleague with overall responsibility for the play environment on a specific play opportunities basis ie, the person in

charge of the group you are working with.

Specific play opportunity A play opportunity is something that children and young people may choose to engage with; a specific play opportunity is

one that would need planning beforehand. Examples might include inviting in specialists like community artists, booking an off-site event such as canoeing, hiring in equipment like a giant inflatable ball or a trip to the local woods or beach. It

does not refer to planned programmes of activities that are adult led.

Element 1 (PW26.1) Plan a specific play opportunity

Performance Criteria Scope

You must:

- Identify ideas for a specific play opportunity appropriate to your play environment.
- Only pursue this if it is in line with children and young people's needs and preferences.
- Involve the children and young people in planning the opportunity if they choose.
- 4 Create a **plan** for the opportunity.
- 5 Discuss the plan with the responsible colleague to gain approval.

What you must cover

This Element covers the following types of:

A Plan

- (1) reasons for undertaking the opportunity
- (2) health and safety considerations
- (3) children and young people's needs and preferences
- (4) inclusion
- (5) resources required
- (6) permissions required
- (7) methods and content
- (8) contingencies
- (9) monitoring and evaluation

Element 2 (PW26.2) Prepare a specific play opportunity

Performance Criteria Scope

You must:

You must show that you meet the national standard opposite.

- 1 Select and obtain appropriate resources for the opportunity.
- 2 Prepare the requirements of the opportunity in an inclusive way, according to the plan.
- 3 Check the condition and safety of the resources you intend to use.
- 4 Use environmentally friendly resources and methods wherever possible.
- 5 Ensure your own physical and emotional competence to facilitate the opportunity.
- 6 Gain appropriate permissions to facilitate the opportunity.

Element 3 (PW26.3) Implement a specific play opportunity

Performance Criteria

You must:

Only undertake the opportunity at the children's or young people's request or agreement.

- 2 Involve only those who wish to take part and for as long as they wish to take part.
- 3 Introduce the opportunity using inclusive methods.
- Take on an appropriate **role** in the opportunity, adapting your **role** if appropriate.
- Adapt and exercise flexibility with the plan in order to respond to children and young people's current needs and preferences.
- 6 Bring the opportunity to an effective close.

Scope

What you must cover

This Element covers the following types of:

A Role

- (1) observing
- (2) leading
- (3) taking part
- (4) facilitating

Knowledge and Understanding

What you must know and understand for the whole Unit:

- K1 How the playwork principles specifically relate to this Unit.
- K2 How to ensure that the playwork principles are upheld in the context of a specific play opportunity with adult involvement.
- K3 The legal requirements when relating to children and young people and why it is important to comply with them.
- K4 The reasons why a specific opportunity may be planned and when and why this may or may not be appropriate.
- K5 The importance of children and young people being involved in decision making, and having a say in relation to specific play opportunities in their play environment.
- K6 Potential barriers children and young people may experience in accessing a specific play opportunity, and how to overcome these.
- K7 The importance of an inclusive approach in relation to planning and implementing a specific play opportunity.
- K8 How to implement anti-discriminatory practice in relation to planning and implementing a specific play opportunity.
- K9 Qualifications, experience and adherence to codes of practices required for a range of specialist opportunities.
- K10 The process of facilitating a specific opportunity in the context of intervention spectrums or styles.
- K11 A range of different ways to approach and carry out the planning process.
- K12 The purpose of planning and what it should cover and who could be involved.
- K13 The range of methods and techniques that could be used to facilitate the opportunity.
- K14 How to check a plan for deliverability and inclusion.
- K15 The range of health and safety considerations that need to be addressed at the planning stage.
- K16 The importance of the plan being based on the children and young people's needs and preferences.
- K17 The importance of only pursuing plans and ideas when the children and young people you are working with want to.
- K18 Specific play opportunities that are, and are not appropriate for your play environment.
- K19 Who you need to gain approval from in order to carry out a range of specific play opportunities and the importance of gaining these approvals.
- K20 The importance of developing group agreements for a specific play opportunity and how to do so and when these are and are not needed.
- K21 Why it is important to ensure your physical and emotional competence appropriate to a specific play opportunity, and how to do so.
- K22 Potential effects a specific play opportunity could have on the environment, including your choices of materials and resources.
- K23 How to minimise negative effects on the environment and the importance of this.
- K24 When different roles may be appropriate for you to take on, in the context of implementing a specific play opportunity.
- K25 How you implement inclusion and diversity through your words and actions whilst facilitating a specific play opportunity.
- K26 The levels of supervision required for a range of a specific play opportunity.

Element 1 (PW26.1) Plan a specific play opportunity

		Perform	Performance Criteria					Scope							
No	Description of Evidence	1	2	3	4	5	A(1)	A(2)	A(3)	A(4)	A(5)	A(6)	A(7)	A(8)	A(9)

Element 2 (PW26.2) Prepare a specific play opportunity

		Performance Crite	eria				
No	Description of Evidence	1	2	3	4	5	6

Element 3 (PW26.3) Implement a specific play opportunity

		Performan	ce Criteria				Scope				
No	Description of Evidence	1	2	3	4	5	6	A(1)	A(2)	A(3)	A(4)

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

		Knowledge and Understanding (cont)													
No	Description of Evidence	K14	K15	K16	K17	K18	K19	K20	K21	K22	K23	K24	K25	K26	

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 Unit has the following Elements:

Element 1 (PW27.1) Communicate with people in the community about your work
Element 2 (PW27.2) Support positive links and partnerships with other organisations and individuals

Unit Summary

This Unit is about supporting the promotion of your area of work and its value to the community by, for example, attending networks and external meetings that could be useful to your job.

The Unit is divided into three parts. The first part gives some examples and explanations of some words we use in the Unit. The second part describes the two things you have to do. The third part describes the knowledge and understanding you must have.

Target Group

This Unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked Units

This Unit links closely with Units PW33, PW34, PW35 and PW36.

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

Glossary of terms 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 and young people, 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 All children and young people of school age with respect for any impairment, their gender, race, culture, language, sexuality,

health, economic or social status and any other individual characteristics.

people

Disabled children and young Children and young people with impairments who experience barriers accessing play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex

requirements which may be permanent or temporary.

Organisation In this context an organisation is a separate group to your own play setting; organisations may include formally or non-

formally constituted groups, young people-formed, led and run companies, community settings, schools etc.

Organisation's policies and

procedures

What your organisation says its staff should and should not do in certain situations.

Element 1 (PW27.1) Communicate with people in the community about your work

Performance Criteria

You must:

- Discuss with your colleagues opportunities to promote your area of work and organisation to **people** in the local community.
- 2 Explain the work of your organisation to **people.**
- Give information to **people** about organisations who provide complementary opportunities to your own organisation.
- 4 Explain how the work of your organisation is of benefit to the community.
- Gain feedback from **people** about their views of your organisation.
- 6 Present this information in an inclusive way, which meets the needs of the **people** you are communicating with.
- 7 Keep your responsible colleague informed on your activities with **people.**

Scope

What you must cover

This Element covers the following types of:

A People

- (1) children and young people
- (2) parents and carers
- (3) organisations
- (4) workers in other disciplines
- (5) individuals in the community
- (6) children and young people who experience barriers to access

Element 2 (PW27.2) Communicate with people in the community about your work

Performance Criteria

You must:

- Find out about other organisations and individuals your organisation works with.
- 2 Contribute to communication with other organisations and individuals.
- 3 Communicate positively and co-operatively with other organisations and individuals.
- 4 Discuss current and possible future links and partnership working with other organisations and individuals.
- 5 Exchange information and communication with other organisations and individuals in ways that have been agreed.
- 6 Undertake partnership working with other organisations and individuals within the framework of your organisation's policies and procedures.

Scope

What you must cover

This Element covers the following types of:

A Communication

- (1) meetings
- (2) tele-communication
- (3) e or web communication
- (4) printed

Knowledge and Understanding

What you must know and understand:

- K1 How the Playwork Principles specifically relate to this Unit.
- K2 The importance of promoting the value of play and playwork to the local community and how to do so.
- K3 The importance of promoting your play environment.
- K4 Traditionally hard to reach groups and individuals and how to access them.
- K5 A range of different ways you can promote your work to the community.
- K6 A range of communication methods you can use in promoting your organisation, including inclusive methods.
- K7 The importance of playwork and how this can benefit the community.
- K8 The importance of getting feedback from people in the community about the work of your organisation.
- K9 Your organisation's policies and guidance relevant to promoting and forming partnerships.
- K10 What is meant by networking and why it is important.
- K11 The range and variety of people and organisations you could work with.
- K12 The benefits of partnership working.
- K13 How to make initial contact with people and organisations you wish to work with.
- K14 What it means to have positive working relationships with other organisations and individuals.
- K15 The problems or issues that could occur when supporting partnership work and how to respond to these.
- K16 To whom you should refer problems or issues relating to networking.
- K17 What is and is not part of your role in partnership working and promoting your organisation.
- K18 Appropriate and inappropriate ways to communicate using e-mails and on the internet.
- K19 Appropriate and inappropriate conduct in meetings.

Element 1 (PW27.1) Communicate with people in the community about your work

		Perform	ance Cri	teria			Scope								
No	Description of Evidence	1	2	3	4	5	6	7	A(1)	A(2)	A(3)	A(4)	A(5)	A(6)	

Element 2 (PW27.2) Communicate with people in the community about your work

	Performan	ce Criteria				Scope								
Description of Evidence	1	2	3	4	5	6	A(1)	A(2)	A(3)	A(4)				
	Description of Evidence	Description of Evidence 1	Description of Evidence 1 2	Description of Evidence 1 2 3	Description of Evidence 1 2 3 4	Description of Evidence 1 2 3 4 5	Description of Evidence 1 2 3 4 5 6	Description of Evidence 1 2 3 4 5 6 A(1)	Description of Evidence 1 2 3 4 5 6 A(1) A(2)	Description of Evidence 1 2 3 4 5 6 A(1) A(2) A(3)				

		Knowledge and Understanding																		
No	Description of Evidence	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	K14	K15	K16	K17	K18	K19
																				_

UNIT F37C (PW27) Support the Development of Playwork Opportunities in the Community

Notes/Comments		
The candidate has satisfied the Assessor and Internal Verifier that the perf	ormance evidence has been met.	
Candidate:	Date:	
Assessor:	Date:	
Internal Verifier:	Date:	

This Unit has the following Elements:

Element 1 (PW28.1) Plan and prepare for playwork with disabled children and young people

Element 2 (PW28.2) Carry out playwork with disabled children and young people

Unit Summary

Disabled children and young people have a right to access a variety of play spaces that provide opportunities for risk, challenge, choice and personal direction. This Unit is about the contribution you can make to that process.

The Unit is divided into three parts. The first part gives some examples and explanations of some words we use in the Unit. The second part describes the two things you have to do. The third part describes the knowledge and understanding you must have.

Target Group

This Unit is for staff working directly with disabled children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked Units

This Unit links closely with Units PW33, PW34, PW35 and PW36.

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

Glossary of terms used in this Unit

Bridging worker A person who can act as a link or a 'bridge' between a disabled child, their family, and the play environment. The primary

> aim of the bridging role is to enable disabled children and disabled young people to gain access to local play environments of their choice. In the process, bridging workers boost the confidence of the child/young person, family and the play environment. Other vital aspects of the role are: information sharing, networking, training, supporting and advising —

working both with the child/family, as well as with the relevant professionals and agencies involved.

Disability * The disadvantage or restriction of activity caused by the way society is organised today, which takes little or no account of people with impairments, and thus excludes them from taking part in mainstream social activities. Disability is therefore a

particular form of social oppression and discrimination.

people

Disabled children and young Children and young people with impairments who experience barriers accessing play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex requirements which may be permanent or temporary.

Disabling attitudes/behaviour Practice and attitudes that fail to acknowledge an individual's ability to participate in play and exercise freedom of choice.

Discriminatory practice/attitudes Practice and attitudes that fail to acknowledge an individual's right to participate in play and exercise freedom of choice.

Impairment** Lacking of part or all of a limb, or having a defective limb, organ or mechanism of the body. An individual physical,

psychological or emotional make-up which differs from accepted 'norms'.

Personal care assistant A worker whose role it is to provide personal and intimate care to a disabled child or young person.

Play cues*** Facial expressions, language or body language that communicate the child or young person's wish to play or invite others to

play.

Plav cvcle*** The full flow of play from the first play cue from the child, its return from the outside world, the child's response to the

return and the further development of play to the point where play is complete. The cycle includes the metalude, the cue, the

return, the frame, adulteration, annihilation and display.

Glossary of terms used in this Unit (cont)

Play environment Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-

school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.

Social Model of Disability The social model identifies that society is a disabling factor when lack of physical, environmental and attitudinal access

excludes disabled people from everyday life.

^{*} Definition — based on UN 1981 International Year of Disabled People.

^{**} Definition — Michael Oliver (1996) Understanding Disability: from theory to practice.

^{***} Gordon Sturrock and Perry Else, 1998, *The Playground as therapeutic space: Playwork as healing* (known as 'the Colorado Paper'), published in *Play in a Changing Society: Research, Design, Application*, IPA/USA, Little Rock, USA. Available as a PDF free of charge from **www.ludemos.co.uk** or **info.ludemos@virgin.net.**

Element 1 (PW28.1) Plan and prepare for playwork with disabled children and young people

Performance Criteria

You must:

Find out disabled children and young people's requirements and desires for play from **relevant people**.

- 2 Challenge disabling attitudes and behaviour that may prevent disabled children and young people from playing.
- 3 Use language, terminology and practice that support disabled children and young people's play.
- 4 Keep up-to-date with legislation and guidance that will develop your playwork practice with disabled children and young people.
- Work with all children and young people in the play environment to adapt play so as not to compromise anyone's play experience.
- 6 Support any intimate or personal care requirements of disabled children and young people so that they can play.

Scope

What you must cover

This Element covers the following types of:

A Relevant people

- (1) disabled children and young people
- (2) families
- (3) other carers
- (4) colleagues
- (5) bridging workers
- (6) personal care assistants

Element 2 (PW28.2) Carry out playwork with disabled children and young people

Performance Criteria Scope

You must: What you must cover

1 Intervene in ways that support disabled children and young people to issue play cues.

- 2 Recognise, interpret and respond to these play cues.
- 3 Use and modify playwork interventions sensitively.
- 4 Interpret play returns to support the extension of play.
- 5 Support disabled children and young people to engage with those play types that are possible for the individual.
- 6 Enable the disabled child/young person to explore and know what is available in the play environment and how it can be used.
- 7 Select, provide and adapt play resources during the play to extend possibilities and choice for disabled children and young people.
- 8 Initiate, adapt or spark play to support the play needs of disabled children and young people.
- 9 Reflect on your practice individually and collaboratively.
- Encourage disabled children and young people to take control of their own personal care and risk management without compromise to personal safety, welfare and security.

From your work you must show you have met the requirements opposite.

Knowledge and Understanding

What you must know and understand:

- K1 How the Playwork Principles specifically relate to this Unit.
- K2 Your own perception of 'disability'.
- K3 Different models of disability.
- K4 Why the social model of disability underpins effective playwork.
- K5 How to identify good play work practice when working with disabled children and young people.
- K6 Practices that discriminate against disabled children and their families.
- K7 Barriers to the participation of disabled children and young people in freely chosen, self directed play.
- K8 Relevant legislation and guidance relating to the inclusion of disabled children.
- K9 How play cues may be expressed by individual disabled children/young people.
- K10 The different play cues that may be expressed or not expressed by individual disabled children/young people.
- K11 The components of the play cycle expressed by individual disabled children and young people.
- K12 A range of interventions that can be used to respond sensitively to the play requirements and desires of individual disabled children and young people.
- K13 The types of social and environmental triggers which may cause some disabled children and young people alarm and/or emotional distress and/or changes in behaviour.
- K14 How to respond to disabled children/young people's play cues in a way that supports play and their potential entry into a play cycle.
- K15 How adult intervention may enhance or compromise the play experience of disabled children and young people.
- K16 The importance of giving adequate time to understanding and being understood by individual disabled children and young people.
- K17 The importance of disabled children and young people being able to make their own informed choices.
- K18 How discriminatory attitudes affect the play experience of disabled children and young people.
- K19 How to identify the diverse personal and play support requirements of disabled children and young people.
- K20 The importance of maintaining dignity and respect for disabled children and young people in all aspects of (playwork and) intimate care.

Element 1 (PW28.1) Plan and prepare for playwork with disabled children and young people

		Performa	ance Crite	ria				Scope					
No	Description of Evidence	1	2	3	4	5	6	A(1)	A(2)	A(3)	A(4)	A(5)	A(6)
									ĺ				

Element 2 (PW28.2) Carry out playwork with disabled children and young people

		Performan	Performance Criteria												
No	Description of Evidence	1	2	3	4	5	6	7	8	9	10				

		Knov	Knowledge and Understanding K1 K2 K3 K4 K5 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K16 K17 K18 K19 K20																		
No	Description of Evidence	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	K14	K15	K16	K17	K18	K19	K20

Notes/Comments		
The candidate has satisfied the Assessor and Internal Verifier that the perfe	ormance evidence has been met.	
Candidate:	Date:	
Assessor:	Date:	
Internal Verifier:	Date:	

This Unit has the following Elements:

Element 1 (PW29.1) Contribute to working relationships with parents and carers

Element 2 (PW29.2) Support the involvement of parents and carers in the play environment

Unit Summary

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

The Unit is divided into three parts. The first part gives some examples and explanations of some words we use in the Unit. The second part describes the two things you have to do. The third part describes the knowledge and understanding you must have.

Target Group

This Unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked Units

This Unit links closely with Units PW33, PW34, PW35 and PW36.

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

Glossary of terms used in this Unit

Children and young people All children and young people of school age with respect for any impairment, their gender, race, culture, language, sexuality,

health, economic or social status and any other individual characteristics.

Communicate/communication Conveying knowledge, information, feelings, ideas, needs or wants to others.

Diversity Where there is difference and variety that reflects a broad mix of people from, for example, various demographic, socio-

economic, ethnic and cultural backgrounds and types of ability.

Effectively Producing a successful outcome for the persons involved.

Individuality The combination of qualities and characteristics that distinguish one person from others.

Play environment Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-

school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.

Element 1 (PW29.1) Contribute to Working Relationships with Parents and Carers

Performance Criteria

You must:

1 Communicate with parents and carers in a way that helps them to feel welcome and valued.

- 2 Exchange **information** with parents and carers in ways that meet their needs.
- Provide **information** to parents and carers when it is in the interests of the children and young people you work with.
- 4 Respond to disagreements or differences of opinion with parents and carers according to your procedures.
- 5 Keep information from and about parents and carers confidential.
- Pass on information about or from parents and carers, when required by your organisation's policy.
- 7 Show that you value parents/carers' diversity and individuality.
- 8 Respond positively to complaints and suggestions according to your organisation's procedures.

Scope

What you must cover

This Element covers the following types of:

A Information

- (1) about play and playwork
- (2) on the children's experiences
- (3) on opportunities available in the play environment
- (4) on agreed procedures and values
- (5) on ways in which parents and carers can be involved in the play environment

Element 2 (PW29.2) Support the involvement of parents and carers in the play environment

Performance Criteria

You must:

- Discuss with parents and carers the **possibilities** of being involved in the play environment.
- Work with colleagues to help find **possibilities** to involve parents and carers.
- 3 Help parents and carers to understand the values and policies of the play environment.
- Help parents and carers to actively take part in the range of **possibilities**, giving the information.
- 5 Help to review with parents and carers their involvement in the play environment.

Scope

What you must cover

This Element cover the following types of:

A Possibilities

- (1) supporting play
- (2) helping with provision of food and drinks
- (3) helping with administration
- (4) helping with trips and outings

Knowledge and Understanding

What you must know and understand:

- K1 How the Playwork Principles specifically relate to this Unit.
- K2 Why good working relationships with parents and carers are important.
- K3 Some of the issues affecting parents and carers including social, cultural, and economic pressures.
- K4 How to help parents and carers feel welcome and valued in the play environment.
- K5 The information needs and expectations that parents and carers may have and how to meet these.
- K6 Why it is important to show respect for other adults' individuality and how to do so.
- K7 The importance of clear communication with parents and carers.
- K8 The importance of being sensitive to communication difficulties with parents and carers and strategies you can use to overcome these.
- K9 The importance of showing that you listen to parents and carers and take their views and opinions seriously.
- K10 How to balance the wishes of parents and carers with the agreed procedures and policies of the organisation and the rights of the child.
- K11 How to assure parents and carers of children who experience barriers to access that the environment is inclusive and welcomes them.
- K12 The importance of confidentiality and how to balance the need to respect confidential information about parents and carers with the welfare of the child.
- K13 Typical situations that may cause conflict with other adults and how to deal with these effectively.
- K14 Your organisation's complaints procedure.
- K15 How to encourage parents and carers to become involved in the work of the play environment.
- K16 The types of opportunities that you can create for parents and carers to become involved and the contributions they can make.
- K17 Legal requirements for parents and carers to become involved in activities in the play environment.
- K18 Your organisation's policies and procedures for involving parents in activities.
- K19 The importance of parents and carers understanding and supporting the values and policies of the play environment, including those for inclusion.
- K20 The types of guidance, information and support parents and carers may need to be involved in the play environment.

Element 1 (PW29.1) Contribute to Working Relationships with Parents and Carers

		Performance Criteria Scope												
No	Description of Evidence	1	2	3	4	5	6	7	8	A(1)	A(2)	A(3)	A(4)	A(5)
														
														ļ
				1										

Element 2 (PW29.2) Support the involvement of parents and carers in the play environment

		Performanc	e Criteria				Scope			
No	Description of Evidence	1	2	3	4	5	A(1)	A(2)	A(3)	A(4)

		Know	vledge	and U	Jnders	tandi	ng														
No	Description of Evidence	K1	K2	К3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	K14	K15	K16	K17	K18	K19	K20

Notes/Comments		
The candidate has satisfied the Assessor and Internal Verifier that the perf	formance evidence has been met.	
Candidate:	Date:	
Assessor:	Date:	
Internal Verifier:	Date:	

This Unit has the following Elements:

Element 1 (PW30.1) Establish a play space within the school setting

Element 2 (PW30.2) Facilitate play in a school setting

Unit Summary

This Unit is about carrying out playwork and making provision for free play in a school-based environment. This may be at lunchtimes, in the school playground, after school or during curriculum time outside of lessons. The playworker undertaking this Unit may be part of a multi-disciplinary team, a play team, they may be a lone worker, or may only operate as a playworker at particular times, fulfilling the function as part of a bigger job role. The Unit is appropriate for all sessions where the main purpose is providing children and young people with opportunities for freely chosen, self-directed play.

The Unit is divided into three parts. The first part gives some examples and explanations of some words we use in the Unit. The second part describes the two things you have to do. The third part describes the knowledge and understanding you must have.

Target Group

This Unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked Units

This Unit links closely with Units PW33, PW34, PW35 and PW36.

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

Glossary of terms used in this Unit

Children and young people All children and young people of school age with respect for any impairment, their gender, race, culture, language, sexuality,

health, economic or social status and any other individual characteristics.

Play space Any are — physical, affective, permanent or transient — that supports and enriches the potential for children and young

people's self-directed play. A play environment may consist of one or any number of play spaces.

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 councidentials; items or experiences (such as poetry and literature) that allow for reflection about

children to explore their own identity; items or experiences (such as poetry and literature) that allow for reflection about

abstract concepts.

Element 1 (PW30.1) Establish a play space within the school setting

Performance Criteria Scope

You must:

You must show that you can meet the standard opposite.

- 1 Identify the physical space that will be used for the playwork session.
- Help children, young people and adults understand where the play space exists.
- Explain to children, young people and adults the difference, in terms of expectations, between the play space and other physical and emotional spaces within the school.
- Advocate for children and young people's play in the wider school context.
- 5 Help protect the play space that has been created from interventions and interruptions from others.

Element 2 (PW30.2) Facilitate play in a school setting

Performance Criteria Scope

You must:

You must show that you can meet the standard opposite.

- Form agreements with the children and young people about how the space will be used, in line with the playwork principles and the schools' policies.
- 2 Use areas, materials, resources and equipment that have been agreed with appropriate colleagues in the school.
- 3 Communicate with school staff about children and young people's play experiences.
- 4 Encourage children and young people to take ownership and responsibility of the space.

Knowledge and Understanding

What you must know and understand:

- K1 How the Playwork principles specifically relate to this Unit.
- K2 The importance of play in school settings.
- K3 How play can enhance school experiences for children and young people.
- K4 How to recognise the differences between playwork and play based activity that may happen in a school setting.
- K5 Potential conflicts between a school agenda and the play process.
- K6 The difference between the role of the adult in interacting with children and young people in a playwork context to other school based adults' roles.
- K7 The importance of children understanding that different expectations may be placed upon them regarding use of the same space.
- K8 The importance of protecting the play space.
- K9 The meaning of advocacy and how to do this in a school based setting.

Element 1 (PW30.1) Establish a play space within the school setting

		Performance Criteria				
No	Description of Evidence	1	2	3	4	5

Element 2 (PW30.2) Facilitate play in a school setting

		Performance Criteria			
No	Description of Evidence	1	2	3	4

		Knowledge	and Understa	anding						
No	Description of Evidence	K1	K2	К3	K4	K5	K6	K7	K8	K9

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 Unit has the following Elements:

Element 1 (PW31.1) Process financial transactions

Element 2 (PW31.2) Provide and collect information relevant to the play environment

Element 3 (PW31.3) Maintain records

Unit Summary

This Unit is about carrying out basic administrative tasks in playwork and covers finance, information and record keeping.

The Unit is divided into three parts. The first part gives some examples and explanations of some words we use in the Unit. The second part describes the three things you have to do. The third part describes the knowledge and understanding you must have.

Target Group

This Unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked Units

This Unit links closely with Units PW33, PW34, PW35 and PW36.

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

Glossary of terms used in this Unit

Financial transactions

The exchange of money for goods/services which could include, for example: purchasing equipment or services, paying salaries, collection of fees/subscriptions, insurance premiums, rent etc.

Element 1 (PW31.1) Process financial transactions

Performance Criteria Scope

You must:

You must show that you meet the National standard opposite.

- 1 Record the details of transactions accurately, legibly and promptly.
- 2 Make sure all calculations are correct.
- 3 Issue and obtain receipts.
- 4 Keep all money, cheques, records and receipts securely.
- 5 Refer any issues regarding finance promptly to the appropriate person.
- Follow your organisation's financial procedures.

Element 2 (PW31.2) Provide and collect information relevant to the play environment

Performance Criteria

You must:

- Respond to enquiries about **arrangements** for children and young people attending the play environment.
- 2 Collect the necessary information about the children, young people and their families.
- 3 Record this information clearly and fully.
- 4 Pass the information on to the responsible colleague following organisational procedures.
- 5 Treat enquirers politely and courteously and in a way that is appropriate to their needs.

Scope

This Element covers the following types of:

A Arrangements

- (1) age ranges
- (2) opening times
- (3) costs
- (4) availability
- (5) play spaces
- (6) inclusion
- (7) food and drinks
- (8) transport

Element 3 (PW31.3) Maintain records

Performance Criteria

You must:

- Store the records securely but in a way which allows them to be quickly found and retrieved.
- 2 Restrict access to the records according to the agreements on confidentiality and organisational and legal requirements.
- 3 Promptly provide information to authorised people on request.

Scope

This Element covers the following types of:

A Records

- (1) about children and their families
- (2) children's health
- (3) attendance registers
- (4) accident/incident records
- (5) participation in trips and outings
- (6) registration forms
- (7) emergency contact details
- (8) administration relating to play session

Knowledge and Understanding

What you must know and understand:

- K1 How the Playwork Principles specifically relate to this Unit.
- K2 Why it is important to process transactions according to procedures and what may happen if this is not done.
- K3 How to record financial transactions according to procedures and legal requirements.
- K4 Why it is important to issue and retain receipts.
- K5 Why it is important to store money, cheques, records and receipts securely.
- K6 Who is the appropriate colleague to refer issues associated with finance.
- K7 Issues that are likely to occur with finance and financial transactions.
- K8 the organisational procedures which must be followed for finance.
- K9 The types of needs that enquirers may have and how to meet these.
- K10 Why it is important to deal with enquiries promptly and courteously.
- K11 The types of enquiry which are likely to be made and how to deal with these.
- K12 Enquiries which may need to be passed on and to whom.
- K13 The information which needs to be collected about children and their families and why.
- K14 Why it is important to record information clearly and fully.
- K15 Your responsibilities in relation to legislation covering data protection.
- K16 Why it is important to keep records complete, legible and up-to-date.
- K17 Why it is important to store records securely but in a way which enables them to be found quickly.
- K18 The importance of confidentiality and the sharing of information and how this is maintained in your play environment.

Element 1 (PW31.1) Process financial transactions

		Performance Criteria					Scope								
No	Description of Evidence	1	2	3	4	5	6	A(1)	A(2)	A(3)	A(4)	A(5)	A(6)	A(7)	A(8)

Element 2 (PW31.2) Provide and collect information relevant to the play environment

		Perform	nance Cri	iteria			Scope								
No	Description of Evidence	1	2	3	4	5	A(1)	A(2)	A(3)	A(4)	A(5)	A(6)	A(7)	A(8)	

Element 3 (PW31.3) Maintain records

		Performance	Criteria		Scope										
No	Description of Evidence	1	2	3	A(1)	A(2)	A(3)	A(4)	A(5)	A(6)	A(7)	A(8)			

		Knowledge and Understanding																	
No	Description of Evidence	K1	K2	К3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	K14	K15	K16	K17	K18
																			j

Notes/Comments		
The candidate has satisfied the Assessor and Internal Verifier that the perfe	ormance evidence has been met.	
Candidate:	Date:	
Assessor:	Date:	
Internal Verifier:	Date:	

This Unit has the following Elements:

Element 1 (PW32.1) Support the arrival and departure of children and young people

Element 2 (PW32.2) Support children and young people during travel

Unit Summary

Maintaining the health and safety of children when they are travelling outside the play environment is an important duty for many playworkers.

The Unit is divided into three parts. The first part gives some examples and explanations of some words we use in the Unit. The second part describes the two things you have to do. The third part describes the knowledge and understanding you must have.

Target Group

This Unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

Linked Units

This Unit links closely with Units PW33, PW34, PW35 and PW36.

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

Glossary of terms used in this Unit

Children and young people All children and young people of school age with respect for any impairment, their gender, race, culture, language,

sexuality, health, economic or social status and any other individual characteristics.

Play environment Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-

school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.

Staff/child ratioThe ratio of staff to children and young people as laid down by the play organisation's policies and procedures and legal

requirements.

Element 1 (PW32.1) Support the arrival and departure of children and young people

Performance Criteria Scope

You must:

You must show that you meet the standard opposite.

- Gather information about the children and young people to be dropped off/picked up and communicate arrangements to other staff when relevant.
- 2 Remind children and young people about health and safety issues relating to arriving at and leaving the play environment.
- 3 Follow organisational procedures for staff/child ratios.
- Follow agreed procedures to meet children and young people when picking up.
- 5 Follow organisational procedures to check that all children and young people have been accounted for.
- 6 Deal with any issues that may arise in a calm manner.
- Behave in a way that maintains a professional relationship with the organisation where you pick up and deliver.

Element 2 (PW32.2) Support children and young people during travel

Performance Criteria Scope

You must:

When necessary, remind children and young people of agreed ways to keep safe during travel.

- 2 Be sensitive to the needs of children and young people and offer help when required.
- Follow your organisation's procedures for the mode of transport being used.
- Be aware of and respond to children and young people's feelings and behaviour as they move from one environment to another.
- 5 Encourage children and young people to look after their belongings and offer them assistance when required.

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What you must cover

This Element covers the following types of:

A Modes of transport

- (1) on foot
- (2) by public transport
- (3) by private transport

Knowledge and Understanding

What you must know and understand:

- K1 How the Playwork Principles specifically relate to this Unit.
- K2 The major factors to bear in mind when organising travel for children and young people, including those to do with the safety and security.
- K3 Travel arrangements which are appropriate to the individual needs of the children and young people involved, and the range of journeys which are being undertaken.
- K4 The importance of providing children and young people and other staff/helpers with up to date and accurate information about travel arrangements in good time.
- K5 What can go wrong if children, young people and other staff/helpers do not receive information about travel arrangements.
- K6 The preparations which both children and young people and members of staff would have to make for the range of journeys.
- K7 What kinds of issues might occur when supporting children and young people's travel and what the contingency arrangements are.
- K8 The organisational and legal requirements, which govern organising, travel for children and young people and the difference between the two.
- K9 Why it is necessary to collect the correct information on the children and young people to be escorted.
- K10 The organisation's procedure for safe escorting.
- K11 Why it is important to be at the designated meeting place on time.
- K12 The importance of welcoming each child or young person, and how to greet individual children and young people appropriately.
- K13 The importance of using a designated route.
- K14 How to ensure children and young people can enter the play environment safely.
- K15 How to agree ways with children and young people to keep safe during travel.
- K16 The feelings that children and young people may experience when moving from one environment to another and how to respond to these as a playworker.
- K17 The behaviour that children and young people may exhibit when moving from one environment to another and how to respond to this as a playworker.
- K18 How to maintain the safety and security of belongings and travel documents.
- K19 The records relevant to journeys that need to be kept and the importance of doing this correctly.

Element 1 (PW32.1) Support the arrival and departure of children and young people

		Performance Criteria											
No	Description of Evidence	1	2	3	4	5	6	7					

Element 2 (PW32.2) Support children and young people during travel

	Performance	Criteria			Scope						
Description of Evidence	1	2	3	4	5	A(1)	A(2)	A(3)			
	Description of Evidence		Description of Evidence 1 2								

		Knov	Knowledge and Understanding																	
No	Description of Evidence	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	K14	K15	K16	K17	K18	K19

Notes/Comments		
The candidate has satisfied the Assessor and Internal Verifier that the perf	formance evidence has been met.	
Candidate:	Date:	
Assessor:	Date:	
Internal Verifier:	Date:	

Glossary of terms

Advisor A person who carries out, either singly or in combination, the functions of

advising a candidate, collecting evidence of his or her competence on behalf of the assessor and authenticating the work candidates have undertaken. A

mentor might also provide witness testimony.

Assessment The process of generating and collecting evidence of a candidate's

performance and judging that evidence against defined criteria.

Assessor The person designated in a centre to be responsible for collecting evidence

of candidates' competence, judging it and recording achievement.

Authentication The process by which an advisor or assessor confirms that an assessment

has been undertaken by a candidate and that all regulations governing the

assessment have been observed.

Candidate The person enrolling for an SQA qualification.

Centre The college, training organisation school or workplace where SQA

qualifications are delivered and assessed.

Element of Statements which define the products of learning. The statements describe competence the activities that the candidate needs to perform in order to achieve the

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 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

requirements

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 statement 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 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 a	assessment:	
Mentor:		
(Please provide deta of Mentor's experien	ils ce)	
Assessor:		
Date:		

Personal profile

Name		
Address		
Postcode		
Tel no	Home: W	/ork:
Job title		
Description of your current job	Relevant experience	
Previous work experience		
Qualifications and training		

Continued overleaf	
Qualifications and Training (continued)	
Voluntary work/interests	
Name of Employer/Training Provider/College	
Address	
Postcode	
Tel no	
Type of Business	
Number of Staff	
Structure of organisation (include chart or diagram if available)	

Contents checklist

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

		Completed?	Page/Section number
Tit	le page for the portfolio		number
Per	rsonal profile		
•	your own personal details		
•	a brief CV or career profile		
•	description of your job		
•	information about your employer/training provider/college		
Un	it Assessment Plans		
Un	it progress record		
Co	mpleted Element Achievement Records for each unit		
•	signed by yourself, your assessor and the internal verifier (where relevant)		
•	Evidence reference numbers included		
	ex of evidence (with cross-referencing information npleted)		
Evi	dence (with reference numbers)		
•	observation records		
•	details of witnesses (witness testimony sheets)		
•	personal statements		
•	products of performance		

Index of evidence

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Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)

Personal statement/Reflective account

Date	Evidence index	Details of statement	Links to other evidence	Units, elements, pcs, and range
	number		(enter numbers)	covered
Oom al! al = 1			Data	
Candidat	ie signature	:	_Date:	

Observation record

Candidate:	Date of observation:		
Evidence index number:			
Skills/activities observed:	PCs and range covered:		
Knowledge and understanding apparent	t from this observation:		
This wroage and understanding apparent	Tion this cost whom		
Other units/elements to which this evide	ence may contribute:		
Assessor comments and feedback to car	ndidate:		
- 1 200 000 00 00 00 00 00 00 00 00 00 00 0			
can confirm the candidate's performance	ce was satisfactory.		
	Date:		
isocosor s signature.	<u>Duic.</u>		
Candidate's signature:	Date:		

Witness testimony

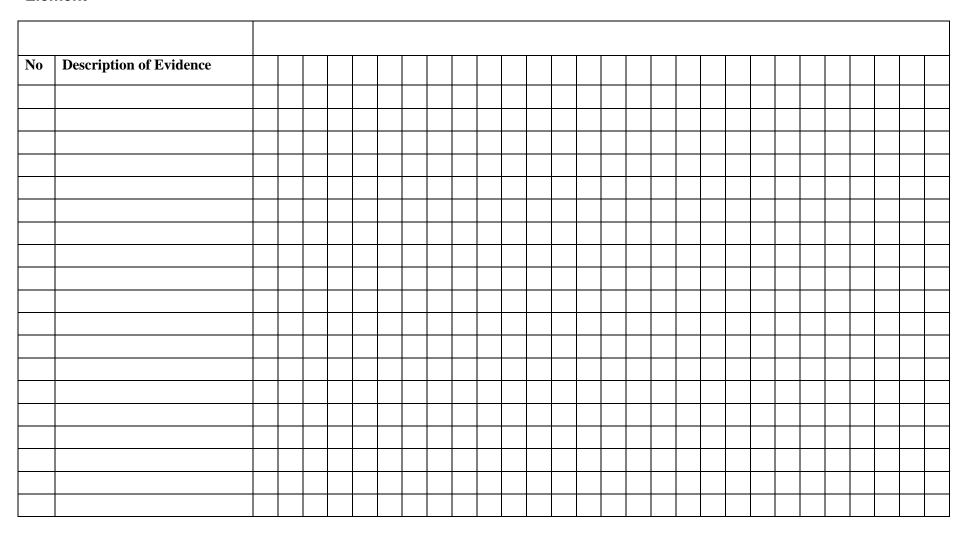
SVQ title and level:	
Candidate name:	
Evidence index no:	
Where applicable, evidence no. to which this testimony relates:	Element(s):
Date of evidence:	
Witness name:	
Designation/relationship to candidate:	
Details of testimony:	
I can confirm the candidate's evidence i	s authentic and accurate.
Witness signature:	
Name:	
Date:	
Please tick the appropriate box:	
D32/D33 Award	
Familiar with the SVQ sta	ndards to which the candidate is working

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:	
Accessor's signature	Doto
Assessor's signature: Candidate's signature	Date:
Canadano o digilatoro	2 u.c.

UNIT:

Element



Element		
Notes/Comments		
The candidate has satisfied the Assessor and Internal Verifier that the per	formance evidence has been met.	
Candidate:	Date:	
Assessor:	Date:	
Internal Verifier:	Date:	

UNIT:

Scottish Qualifications Authority

Portfolio:

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 **Optional information:**

Name:

Organisation: