

Candidate Guidance and Portfolio for the SVQ3 Playwork SCQF level 7

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Candidate name:

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**Note**

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## Section 1 — General information about SVQs

### Introducing SVQs

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

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

For each industry sector there is a Sector Skills Council (SSC) which is made up of representatives from the industry or profession and it is the SSC’s responsibility to develop the National Occupational Standards.

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

The Sector Skills Council for Playwork is SkillsActive.

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

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

### Who offers SVQs?

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

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

### What is the structure of an SVQ?

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

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

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

You will find an example of an SVQ Element overleaf.

### An example of an SVQ Element

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

**UNIT: (1) Working safely in an engineering environment**

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

**Element 1 Comply with statutory regulations and organisational requirements**

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

|  |  |
| --- | --- |
| **Performance Criteria**  You must ensure that you:  1 Describe your duties and obligations (as an individual) under the Health and Safety at Work Act 1974.  2 Comply with Statutory Regulations at all times.  3 Comply with organisational safety policies and procedures at all times.  **Range**  This means you need to cover:  1 Relevant sections of the Health and Safety at Work Act 1974 (eg with regard to your duties to work in a safe manner, not to interfere with remove or misuse equipment provided for the safety of yourself and others, not to endanger others by your acts or omissions).  The **RANGE** defines the various circumstances in which you must be able to prove you are competent.  You must cover all of the items in the **Range** Statement. | **Evidence Requirements**  The things you must prove that you can do*:*  You need to demonstrate that you understand your duties and obligations under both statutory regulations and organisational requirements and you can do this by:  1 Giving an adequate explanation of the duties and responsibilities of every individual as described in the Health and Safety at Work Act 1974.  2 Ensuring that whilst carrying out your work and/or visiting other areas of the working environment you are aware of the specific safety requirements and regulations governing your activities.  **Knowledge and Understanding**  You must prove that you know and understand:  1 The roles and responsibilities of yourself and others under the Health and Safety at Work Act 1974.  2 The general regulations that apply to you being at work.  3 The specific regulations which govern your work activities.  The **KNOWLEDGE AND UNDERSTANDING** Requirements state what you must know and understand and how this knowledge applies to your job. |

### How are SVQs achieved?

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

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

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

* Demonstrate you meet the requirements of the Performance Criteria by collecting appropriate evidence as specified by the Evidence Requirements. This evidence is assessed against the national standards by a qualified assessor, who will be allocated to you by your centre. This will usually be someone who knows you, such as a manager or supervisor.

Evidence may come from:

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

### How are SVQs assessed?

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

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

* you can perform all the specified tasks consistently to the required standard **(Performance Criteria)**
* you understand why you are doing things **(Knowledge and Understanding)**
* you can apply the required skills in different ways **(Range)**

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

### Who does what in SVQs?

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

|  |  |  |
| --- | --- | --- |
|  | 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 recording candidate progress. |
| Internal verifiers | Individuals appointed by an approved centre to ensure the quality of assessment within the centre. | Advise assessors and maintain the quality of assessment in a centre.  Systematically sample assessments to confirm the quality and consistency of assessment decisions. |
| Approved centres | Organisations approved by awarding bodies to 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. |

|  |  |  |
| --- | --- | --- |
|  | Who are they? | What is their role? |
| 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 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 assessment strategy for your SVQ carefully to find out the Sector Skills Council (SSC’s) view of what constitutes a realistic working environment. Some SSC’s stipulate the specific elements which are suitable for this approach.

### Integration of assessment

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

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

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

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

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

## Section 2 — How to compile your portfolio (with 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

|  |  |
| --- | --- |
| Assessment plan | You and your assessor |
| Collect evidence | You and your assessor if observation/questioning is required |
| Present evidence | You and your assessor |
| Reference acceptable evidence | Assessor will judge evidence and give you feedback on which evidence meets the standards |
| Record evidence in Element achievement record | You |
| Store evidence in portfolio | You |

### 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 straightaway and you should therefore think about starting with those Units where you have a lot of experience and in which you work well. You should also remember to identify any opportunities for **integration of assessment**.

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

### Starting your portfolio

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

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

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

|  |
| --- |
| Title page |
| Contents checklist |
| Personal profile |
| Unit progress record |
| Completed Element achievement records |
| Index of evidence |
| Pieces of evidence |
| Glossary of terms |
| Standards |

### Contents checklist

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

|  |  |  |
| --- | --- | --- |
| Section | Completed | Page/Section number |
| **Title page for the portfolio** |  |  |
| **Personal profile** |  |  |
| Your own personal details |  |  |
| A brief CV or career profile |  |  |
| A description of your job |  |  |
| Information about your employer/training provider/college |  |  |
| **Unit assessment plans** |  |  |
| **Unit progress record** |  |  |
| **Completed Element achievement records for each Unit** |  |  |
| Signed by yourself, your assessor and the internal verifier (where relevant) |  |  |
| Evidence reference numbers included |  |  |
| **Index of evidence (with cross-referencing information completed)** |  |  |
| Evidence (with reference numbers) |  |  |
| Observation records |  |  |
| Details of witnesses (witness testimony sheets) |  |  |
| Personal statements |  |  |
| 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 recordis used by your assessor to record what tasks you have performed and to what standard. There is also a section for your assessor to note which other Units or Outcomes are covered by this evidence (‘integration of assessment’).

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

#### Witness testimony — Example 6

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

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

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

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

#### Record of questions and candidate’s answers — Example 7

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

#### Personal statement — Example 4

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

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

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

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

### Presenting your evidence

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

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

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

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

### Referencing your evidence

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

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

#### How to complete the Index of evidence — Example 1

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

The index of evidence should be completed by:

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

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

#### Completing the Element achievement records — Example 3

There is an Element achievement record for every Element within this portfolio.

These records have been designed to allow you to record the evidence you have gathered for each Element. Each record has boxes across it which represents the Performance Criteria, Range Statement, Evidence Requirements and Knowledge and Understanding statement, these will differ from Element to Element so it is important to make sure you are using the right one. Whilst collecting your evidence you should use these grids to display the Performance Criteria, Range, Knowledge and Understanding and Evidence Requirement that piece of evidence relates to. In the first box write the evidence index number you have given to that piece of evidence. In the second box give a brief description of the evidence, then tick against the relevant Performance Criteria, Range, Evidence Requirements and Knowledge and Understanding.

### Worked examples

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

### Index of evidence — Example 1

|  |  |
| --- | --- |
| **SVQ title and level** | Using IT at level 3 |

|  |  |  |  |
| --- | --- | --- | --- |
| Evidence  number | Description of evidence | Included  in portfolio  (Yes/No)  If no,  state location | Sampled by the IV  (initials and date) |
| 1 | Action plan identifying customer requirements | Yes |  |
| 2 | Personal statement | Yes |  |
| 3 | Witness testimony | Yes |  |
| 4 | Record of questions and answers | Yes |  |
| 5 | Log of configuration details and errors | Yes |  |
| 6 | Observation checklist | Yes |  |
| 7 | Procedure for shutting down system | Yes |  |
| 8 | Company media storage policy | No. Can be found with General Manager. |  |

### Unit progress record — Example 2

|  |  |
| --- | --- |
| **Qualification and level** | Using IT at level 3 |
| **Candidate’s name** | Anne Thomas |

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

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

**Unit checklist** — circle the reference number of each Unit as you complete it.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mandatory** | 206 | 301 | 302 | 303 | 308 |  |  |  |  |
| **Optional** | 305 | 306 | 311 | 312 |  |  |  |  |  |

#### Mandatory Units

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SQA Unit Number | SSC Unit Number | Title | Assessor | Internal Verifier | Date |
|  | 206 | Ensure your own actions reduce risks to H&S |  |  |  |
|  | 301 | Select and enable IT for use | P.Jones |  | 28/4/2000 |
|  | 302 | Maintain the Software Environment | P.Jones |  | 28/4/2000 |
|  | 303 | Develop and maintain the effectiveness of the IT working environment | P.Jones |  | 8/4/2000 |
|  | 308  This section of the form is for your assessor to sign each time you successfully achieve a Unit. | Develop your own effectiveness and professionalism |  |  |  |

#### Optional Units

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 305 | Design and produce documents using WP software |  |  |  |
|  | 306 | Design and produce spreadsheets |  |  |  |
|  | 311 | Design and use databases |  |  |  |
|  | 312 | Design and produce documents using graphics |  |  |  |

### Element achievement record — Example 3

**Unit title: Select & enable IT for use**

**Element: 301.1 Select and configure equipment for use**

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| **Evidence**  **index no** | **Description of evidence** | **Performance Criteria** | | | | | | | | **Range** | | | **Knowledge and Understanding** | | | | | |
|  |  | a | b | c | d | e | f | g | h | 1 | 2 | 3 | K1 | K2 | K3 | K4 | K5 |
| 1 | Action Plan | 🗸 | 🗸 |  |  | 🗸 |  |  |  | 🗸 |  |  |  |  |  |  |  |
| 2 | Personal Statement | 🗸 | 🗸 |  |  | 🗸 |  |  |  | 🗸 |  |  |  |  |  |  |  |
| 3 | Copy of Legislation |  |  | 🗸 | 🗸 |  |  |  |  |  |  | 🗸 |  |  |  |  |  |
| 5  These numbers relate to your Evidence Index and will allow your assessor to find your evidence easily. | Record of Questions & Answers | 🗸 | 🗸 | 🗸 |  | 🗸 |  |  |  | 🗸 | 🗸 | 🗸 |  |  |  |  |  |
| 6  Candidates should enter which areas of Knowledge and Understanding that piece of evidence covers.  As you collect your evidence for assessment you should tick the relevant boxes. There is a box which represents each Performance Criterion and Range in the Element. | Log of Configuration Details |  |  |  |  |  | 🗸 | 🗸 | 🗸 |  | 🗸 |  |  |  |  |  |  |
| Give a brief description of the evidence you are offering for assessment against each Performance Criterion, Range and piece of Knowledge and Understanding. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Candidate’s signature** |  | **Date** |  |
|  |  |  |  |
| **Assessor’s signature** |  | **Date** |  |
|  |  |  |  |
| **Internal verifier’s signature** |  | **Date** |  |

### Personal statement — Example 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Evidence**  **index number** | **Details of statement** | **Links to other evidence**  **(enter numbers)** | **Units, Elements, PC, and Range**  **covered** |
| 4/4/00 | 1 | Statement that I know and understand customer requirements. Names of customer and software and hardware requirements in portfolio.  Statements that I understand how to set up, equipment, configure software that met customer requirements. Details of equipment and software with dates are listed in portfolio. | 1 | 301.1.a,b,e  Range 1 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Candidate’s signature** | *Anne Thomas* | **Date** | *2/4/2011* |

### Observation Record — Example 5

|  |  |
| --- | --- |
| **Unit/Element(s)** | (301) Select and Enable IT for Use |
|  |  |
| **Candidate’s name** | Anne Thomas |
|  |  |
| **Evidence index number** | 8 |
|  |  |
| **Date of observation** | 28/4/2011 |

|  |  |
| --- | --- |
| **Skills/activities observed** | **PC covered** |
| Saving and storing files | Element 301.3  PC: a-f  Range: **materials** (consumables, removable storage media), **regulations** (current legislation, manufacturer’s instructions, organisational procedures), **system** (application software, hardware, system software). |

|  |
| --- |
| **Knowledge and understanding apparent from this observation** |
| Candidate can save and organise files. She can delete unwanted files and can shut down system according to organisation’s procedures and manufacturer’s instructions. |

|  |
| --- |
| Other Units/Elements to which this evidence may contribute |
| 302.1.b,c Range 1,3 |

|  |
| --- |
| Assessor comments and feedback to candidate |
|  |

I can confirm the candidate’s performance was satisfactory.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessor’s signature** | Peter Jones | **Date** | 28/4/2011 |
|  |  |  |  |
| **Candidate’s signature** | Anne Thomas | **Date** | 28/4/2011 |

### Witness testimony — Example 6

|  |  |
| --- | --- |
| **SVQ title and level** | Using IT level 3 |
| **Candidate’s name** | Anne Thomas |
| **Evidence index no** | 4 |
| **Where applicable, evidence**  **number to which this testimony**  **relates** |  |
| **Element(s)** | 301.2 |
| **Range** | 1 |
| **Date of evidence** | 8/4/2000 |
| **Witness name** | Ian Cummings |
| **Designation/relationship to** **candidate** | Line manager |
| **Details of testimony** | I can attest that I observed Anne Thomas following company and national regulations in the use of software. She understands and has knowledge of these regulations and I observed her following them when selecting and configuring software. |

I can confirm the candidate’s performance was satisfactory.

|  |  |  |  |
| --- | --- | --- | --- |
| **Witness’s signature** | Ian Cummings | **Date** | 8/4/2011 |

**Witness** (please tick the appropriate box)**:**

Holds A1/A2 or D32/D33 qualifications

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

### Record of questions and candidate’s answers — Example 7

|  |  |  |
| --- | --- | --- |
| **Unit** | | 301 Select and enable IT for use |
| **Element(s)** | | 1 |
| **Evidence index number** | | 5 |
| **Circumstances of assessment** | | |
| As part of the staff induction scheme IT staff are regularly interviewed and asked about their knowledge and skills. Anne Thomas was interviewed on the 21 March 2011 and below is a summary of the interview where it relates to her knowledge of resources and problem solving. | | |
| **List of questions and candidate’s responses** | | |
| Q | If a member of staff asked you for a particular piece of equipment, what procedures would you follow? | |
| A | I would ensure that a hardware requisition form has been filled out with the rational for needing such equipment, countersigned by their line and general managers. If approved, next step would be to ask the member of staff if they need specific training. Pc 301.1.a, b, e and Range 1, 2, 3. | |
| Q | You discover that a member of staff has installed a piece of software on their workstation PC. What do you do? | |
| A | If they installed it themselves then this is a serious breach of company regulations and I would inform the IT manager. I would then remove the software. Pc 301.1.c and Range 2, 3. | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessor’s signature** | Davinder Singh | **Date** | 21/3/2011 |
|  |  |  |  |
| **Candidate’s signature** | Anne Thomas | **Date** | 21/3/2011 |

## Section 3 — The Units and recording documents for your SVQ

### Unit progress record

|  |  |
| --- | --- |
| **Qualification and level** | SVQ3 Playwork |
| **Candidate’s name** |  |

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

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

**Unit checklist** — circle the reference number of each Unit as you complete it.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mandatory** | PW6 | PW7 | PW8 | PW9 | PW10 |  |  |  |
| **Optional** | PW11 | PW12 | PW13 | PW14 | PW15 | PW24 | PW39 | PW40 |
| PW41 | B226 | B227 | B228 | A27 | A319 | A320 | A3201 |

#### Mandatory Units — all Units should be completed

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SQA  Unit Number | SSC  Unit Number | Title | Assessor | Internal Verifier | Date |
| FT4M 04 | PW6 | Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People. |  |  |  |
| FT4P 04 | PW7 | Develop and Maintain a Healthy, Safe and Secure Environment for Children. |  |  |  |
| FT4R 04 | PW8 | Develop and Promote Positive Relationships. |  |  |  |
| FT4T 04 | PW9 | Plan and Support Self-directed Play. |  |  |  |
| FT4V 04 | PW10 | Reflect on and Develop Practice. |  |  |  |

**Optional Units — candidates must achieve four optional Units. The candidate is allowed a maximum of two Generic Management and Leadership Units from the optional Units.**

#### Group 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SQA  Unit Number | SSC  Unit Number | Title | Assessor | Internal Verifier | Date |
| FT4W 04 | PW11 | Work with Colleagues in a Team. |  |  |  |
| FT4X 04 | PW12 | Respond to Concerns about Possible Child Abuse. |  |  |  |
| FT4Y 04 | PW13 | Contribute to Children’s Health and Well Being. |  |  |  |
| FT50 04 | PW14 | Engage with Parents and Carers in the Play Environment. |  |  |  |
| FT51 04 | PW15 | Administer Playwork Provision. |  |  |  |
| FT52 04 | PW24 | Inclusive Play, Working with Disabled Children and Young People. |  |  |  |
| FT53 04 | PW39 | Develop, Maintain and Sustain Adventure Playgrounds. |  |  |  |
| FT54 04 | PW40 | Manage the Facilitation of Open Access Play Opportunities in Public Places. |  |  |  |
| FT55 04 | PW41 | Carry Out Playwork with Young Children  (pre-school) |  |  |  |
| FT56 04 | B226 | Promote Your Organisation in the Community. |  |  |  |
| FT57 04 | B227 | Contribute to Evaluating, Developing and Promoting Services. |  |  |  |
| FT58 04 | B228 | Organise and Supervise Travel. |  |  |  |

**Group 2 — Generic Management and Leadership Units**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SQA  Unit Number | SSC  Unit Number | Title | Assessor | Internal Verifier | Date |
| DR5F 04 | A27 | Manage a Budget. |  |  |  |
| FM4T 04 | A319 | Recruit, Select and Keep Colleagues. |  |  |  |
| FD3K 04 | A320 | Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility. |  |  |  |
| FM53 04 | A321 | Provide Learning Opportunities for Colleagues. |  |  |  |

### 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.

**Authentication** The process by which an advisor or assessor confirms that an assessment has been undertaken by a candidate and that all regulations governing the assessment have been observed.

**Candidate** The person enrolling for an SQA qualification.

**Centre** The college, training organisation or workplace where SQA qualifications are delivered and assessed.

**Element of** Statements which define the products of learning. The statements

**competence** describe the activities that the candidate needs to perform in order to achieve the Unit. They contain Performance Criteria and sometimes statements on Range and evidence. (see Outcome).

**Evidence** Materials the candidate has to provide as proof of his or her competence against specified Performance Criteria.

**Evidence** Specify the evidence that must be gathered to show that the

**Requirements** candidate has met the standards laid down in the Performance Criteria.

**External** The person appointed by the SQA who is responsible for the

**Verifier** 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** A means of generating evidence of the candidate’s performance.

**Assessment**

**Internal** The person appointed from within the centre who ensures that

**verifier** 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** Statements which describe the standard to which candidates

**Criteria** 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** A means of assessment which enables the quality of a product

**evaluation** produced by the candidate, rather than the process of producing it, to be evaluated.

**Range/Scope** A statement in the Unit which specifies the different contexts in which the activities described in the Outcome have to be demonstrated. Where they appear, Range/Scope Statements are mandatory.

### Units for the SVQ3 Playwork SCQF level 7

**UNIT FT4M 04 (PW6) Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People**

This Unit has the following Elements:

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

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

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

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

**Unit Summary**

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

**Target Group**

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

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

**UNIT FT4M 04 (PW6) Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People**

**Keywords**

|  |  |
| --- | --- |
| **What we mean by some of the words used in this Unit** | |
| **Abuse** | A deliberate act of ill treatment that can harm or is likely to cause harm to a child’s safety, wellbeing and development. |
| **Anti-discriminatory practice** | Taking positive action to counter discrimination; this will involve identifying and challenging discrimination and being positive in your practice about diversity without compromising the right of individuals to play. |
| **Bullying** | Aggression deliberately and or persistently directed against a particular target, or victim. |
| **Children and young people** | **All** children and young people with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics. |
| **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. |
| **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. |
| **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. In playwork, children and young people can also ‘be consulted’ by observing them at play. |
| **Diverse/diversity** | Where there is difference and variety that reflects a broad mix of people from various demographic, socio-economic, ethnic and cultural backgrounds and types of ability. |
| **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 needs and preferences, rather than be rules imposed by adults. |

**UNIT FT4M 04 (PW6) Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People**

|  |  |
| --- | --- |
| **Inclusion** | Ensuring that play provision is open and accessible to all and takes positive action in removing barriers so that all children and young people, including the disabled and those from other minority groups, can participate. |
| **Interagency working** | Work involving more than one agency or organisation. |
| **Neglect** | The child not receiving a level of care (for example, food, drink, personal hygiene, clothing) sufficient for she or he to develop in the same way as other children of her/his age and stage of development. |
| **Play setting** | Anywhere where children and young people play, for example, an indoor play centre or adventure playground. |
| **Transitions** | Children and young people naturally pass through a number of stages as they grow and develop. Often they will also be expected to cope with changes such as movement from primary to secondary school and for children with disabilities or with chronic ill health, from children’s to adult services. Such changes are commonly referred to as transitions. Some children may have to face very particular and personal transitions including family illness or the death of a close relative, divorce and family break-up, issues related to sexuality, adoption, the process of asylum, disability, parental mental health and the consequences of crime. |

**UNIT FT4M 04 (PW6) Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People**

Knowledge and Understanding for the whole Unit

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

K1 How the Playwork Principles specifically relate to this Unit.

K2 Basic requirements of the United Nations Convention on the Rights of the Child.

K3 Basic requirements of national legislation on the rights of children and young people.

K4 Basic requirements of legislation covering Equal Opportunities and Disability Discrimination.

K5 Local guidance, policies and procedures and how they apply to the play environment.

K6 Local agencies with responsibilities for child protection.

K7 The basic stages of child development and their implications for children and young people’s needs and rights in a playwork context.

K8 The importance of the setting having policies and procedures that reflect children and young people’s rights.

K9 The importance of children and young people being consulted and involved in decision making.

K10 The importance of diversity and inclusion to the play setting.

K11 Current theories and good practice to do with inclusion.

K12 How to identify good inclusive practice in the play setting.

K13 How to recognise attitudinal, environmental and institutional barriers to inclusion in the play setting.

K14 Ways to overcome these barriers to inclusion.

K15 The difference between separate, segregated, integrated and inclusive play provision.

K16 The social and medical models of disability and the differences between them.

**UNIT FT4M 04 (PW6) Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Knowledge and** **Understanding for the whole Unit** | | | | | | | |
| **No** | **Description of evidence** | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 |
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|  |  | **Knowledge and** **Understanding for the whole Unit** | | | | | | | |
| **No** | **Description of evidence** | K9 | K10 | K11 | K12 | K13 | K14 | K15 | K16 |
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**UNIT FT4M 04 (PW6) Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People**

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT4M 04 (PW6) Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People**

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

|  |  |
| --- | --- |
| **Performance Criteria**  *To meet the national standard, you must:*  1 Investigate the **rights** of children and young people who may use your setting and identify their needs.  2 Evaluate existing policies and procedures to ensure the **rights** of children and young people in your setting are being met.  3 Consult with children and young people on the most effective ways the setting can meet their **rights**.  4 Promote children and young people’s **rights** to adults.  5 Evaluate feedback, in partnership with children and young people, and develop suggestions for meeting their **rights** in the setting.  **Range**  *From your work you must show that you have researched and consulted on the following:*  1 **Rights**  (a) for play and social activities  (b) for care and safety  (c) for emotional well-being  (d) for inclusion  (e) for acknowledgement of their identity  (f) for information  (g) for consultation and decision making | **Knowledge and Understanding**    *To be competent in this Unit, you must know and understand the following:*   1. How to carry out research on children and young people’s rights and identify the implications for your setting. 2. Your organisation’s strategies and policies that have an impact on children and young people’s rights and how to evaluate these. 3. How to consult effectively with children and young people. 4. How to promote and advocate children and young people’s rights in the setting. |

**UNIT FT4M 04 (PW6) Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People**

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Performance Criteria** | | | | | **Range** | | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 1a | 1b | 1c | 1d | 1e | 1f | 1g |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  | **Knowledge and Understanding** | | | |
| **No** | **Description of evidence** | K17 | K18 | K19 | K20 |
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**UNIT FT4M 04 (PW6) Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People**

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

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| --- |
| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT4M 04 (PW6) Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Develop group agreements with children and young people on ways of meeting their needs and rights.  2 Contribute to, consult on and agree **procedures** that are based on these ways of meeting needs and rights.  3 Provide information and guidance on these **procedures** to children, young people and adults in the setting.  4 Observe, collect feedback and evaluate how well the **procedures** are working.  5 Negotiate ways of improving the **procedures** with children, young people and adults.  **Range**  *From your work you must show that you have developed and improved the following:*  1 **Procedures**  (a) for play and social activities  (b) for inclusion and anti-discriminatory practice  (c) for child protection and bullying  (d) for health and safety  (e) for responding to behaviour  (f) for assisting children and young people to make transitions  (g) for interagency working | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. How to develop policies and procedures for your setting covering:  * play and social activities * health and safety * anti-discriminatory practice * child protection and bullying * responding to behaviour  1. How to ensure that policies and procedures are put into practice. 2. The importance of constantly reviewing policies and procedures and how to do so. |

**UNIT FT4M 04 (PW6) Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People**

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

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|  |  | **Performance Criteria** | | | | | **Range** | | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 1a | 1b | 1c | 1d | 1e | 1f | 1g |
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|  |  | **Knowledge and Understanding** | | |
| **No** | **Description of evidence** | K21 | K22 | K23 |
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**UNIT FT4M 04 (PW6) Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT4M 04 (PW6) Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Make sure the environment reflects and promotes diversity and inclusion.  2 Make sure there are resources which are accessible to all children.  3 Promote the environment to children and young people who may experience barriers to participation and provide them with appropriate forms of support.  4 Provide a positive role model for issues to do with diversity and inclusion.  5 Provide opportunities for children and young people to understand and value diversity and inclusion.  6 Promote diversity and inclusion to colleagues and other relevant adults and, where necessary provide them with relevant support.  7 Deal with words and behaviour that challenge diversity and inclusion in a way that is appropriate to the people involved.  **Range**  *From your work you must show that you have met the requirements above.* | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. How you show that you support inclusion and diversity through your words, actions and behaviours in the setting. 2. Why it is important to promote the setting to children who may experience barriers to participation. 3. Types of support that children may need to access and make best use of the setting. |

**UNIT FT4M 04 (PW6) Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People**

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

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|  |  | **Performance Criteria** | | | | | | |
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|  |  | **Knowledge and Understanding** | | |
| **No** | **Description of evidence** | K24 | K25 | K26 |
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**UNIT FT4M 04 (PW6) Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

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**UNIT FT4M 04 (PW6) Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Make sure you and your colleagues have relevant information about child protection policies and procedures.  2 Give children clear and relevant information about potentially risky situations and how to keep themselves safe from **abuse.**  3 Help children to feel confident in asserting themselves and their rights.  4 Provide children with guidance on what they could do if they or others experience **abuse.**  5 Promptly identify when there are concerns that children and young people may be experiencing **abuse.**  6 Sensitively collect and assess as much information as possible about your concerns**.**  7 Promptly follow your organisational procedures in response to your concerns.  8 Maintain the confidentiality of information.  **Range**  *From your work you must show that you have helped children to protect themselves from the following types of:*  1 **Abuse**  (a) physical  (b) neglect  (c) emotional  (d) sexual  (e) bullying | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. The basic stages of child development and the implications of these for helping children to protect themselves. 2. Types of inappropriate behaviour by others that a child may experience. 3. Situations that may put a child’s personal safety at risk and advice on how children can avoid or deal with these situations. 4. The importance of children having a strong sense of self-esteem and factors that may make them more vulnerable to abuse. 5. Strategies to encourage children to understand their rights and assert these. 6. Strategies that children can use to deal with abusive or potentially abusive situations. 7. How to respond when there are suspicions of abuse. 8. Why it is important to collect, assess and share information about possible abuse. 9. Reporting procedures relating to abuse. 10. What to do when there is an insufficient response from other organisations or agencies. 11. Types of support that you or your colleagues may need and how to access such support. 12. The rules and guidelines covering the confidentiality of information relating to abuse. |

**UNIT FT4M 04 (PW6) Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People**

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

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|  |  | **Performance Criteria** | | | | | | | | **Range** | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1a | 1b | 1c | 1d | 1e |
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|  |  | **Knowledge and Understanding** | | | | | | | | | | | |
| **No** | **Description of evidence** | K27 | K28 | K29 | K30 | K31 | K32 | K33 | K34 | K35 | K36 | K37 | K38 |
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**UNIT FT4M 04 (PW6) Contribute to an Organisational Framework that Reflects the Needs and Protects the Rights of Children and Young People**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

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**Internal verifier’s signature**  **Date**

**UNIT FT4P 04 (PW7) Develop and Maintain a Healthy, Safe and Secure Environment for Children**

This Unit has the following Elements:

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

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

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

**Unit Summary**

This Unit is about the provision of an environment for children that promotes their health, safety and protection. It also covers outings that form part of work activities.

Target Group

This Unit is for experienced 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.

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

**Keywords**

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| **What we mean by some of the words used in this Unit** | |
| Children and young people | **All** children and young people with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics. |
| **Hazard** | Something that may cause harm to the health, safety and welfare of users of the play setting. |
| **Health and safety policies and procedures** | These will be written policies and procedures developed by your organisation in line with relevant legislation, such as the Health and Safety at Work Act, the Children Act and Control of Substances Hazardous to Health Regulations. |
| **Risk** | The likelihood of a hazard actually causing harm; this will often be influenced by the age or stage of development of the children and young people involved. |
| **Security hazards** | For example, strangers, unattended items, opportunities for younger children to leave a supervised setting. |

**UNIT FT4P 04 (PW7) Develop and Maintain a Healthy, Safe and Secure Environment for Children**

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| **Knowledge and Understanding for the whole Unit**  *To be competent in this Unit, you must know and understand the following:*   1. How the Playwork Principles specifically relate to this Unit. 2. Statutory and regulatory arrangements covering health and safety for the children, workers, families and visitors in your setting. 3. The basic stages of child development and the implications these have for health, safety and security arrangements. 4. Regulations covering manual handling and the risks associated with lifting and carrying children. 5. Safety checking of the children’s indoor and outdoor environment before and during work activities to include:-  * Facilities and equipment * Toilet and washing areas * Movement and activity of children  1. Security arrangements to include:-  * Children’s arrival at the setting * Children’s departure from the setting  1. Regulations and procedures for the storage and administration of medicines. 2. Theories and models of risk assessment that are applied in your setting to cover the environment for children and workers indoors, outdoors and on outings. 3. Differences between formal and informal risk assessments. 4. Why it is important to allow children to assess and manage risk according to their stage of development and how this can be done 5. How to record accidents and incidents. 6. The appropriate contents of a first aid kit. 7. The correct responses to situations involving accidents and injuries taking into account the age of the children and the procedures of the setting. 8. Signs and symptoms of common childhood illness and allergies and appropriate responses according to established procedures. 9. Good hygiene practice including:    * The facts of cross infection.    * Appropriate systems to dispose of different types of waste, food handling.    * Handling body fluids.    * Issues concerning spread of HIV and AIDS virus and hepatitis.   K16 Emergency procedures in your setting covering fire, missing children, evacuation. |

**UNIT FT4P 04 (PW7) Develop and Maintain a Healthy, Safe and Secure Environment for Children**

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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | |
| **No** | **Description of evidence** | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 |
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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | |
| **No** | **Description of evidence** | K9 | K10 | K11 | K12 | K13 | K14 | K15 | K16 |
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**UNIT DV1A 04 (PW7) Develop and Maintain a Healthy and Safe Environment for Children**

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT4P 04 (PW7) Develop and Maintain a Healthy, Safe and Secure Environment for Children**

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

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

**UNIT FT4P 04 (PW7) Develop and Maintain a Healthy, Safe and Secure Environment for Children**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT4P 04 (PW7) Develop and Maintain a Healthy, Safe and Secure Environment for Children**

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

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| Performance Criteria  *To meet the national standard, you must:*  1 Assess the health, safety and security of the setting before starting, during and at the end of work activities.  2 Make sure children and adults in the setting are following health, safety and security procedures, providing them with help and support when necessary.  3 Maintain supervision of children appropriate to the levels of risk and the child’s stage of development.  4 Encourage children to help manage risk for themselves.  5 Encourage children’s awareness of their own and others safety and their personal responsibility. | Range  *From your work you must show that you have met the requirements opposite.* |

**UNIT FT4P 04 (PW7) Develop and Maintain a Healthy, Safe and Secure Environment for Children**

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

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|  |  | Performance Criteria | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 |
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*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

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**UNIT FT4P 04 (PW7) Develop and Maintain a Healthy, Safe and Secure Environment for Children**

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

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| Performance Criteria  *To meet the national standard, you must:*  1 Make sure that accidents, injuries, signs of illness and other emergencies are promptly identified.  2 Follow the correct procedures to deal with accidents, injuries, signs of illness and other emergencies calmly and safely.  3 Make sure that yourself and others are not put at unnecessary risk.  4 Provide comfort and reassurance to those involved.  5 Make sure that first aid and medication are provided according to the correct procedures.  6 Follow the correct procedures for recording and reporting accidents, injuries, signs of illness and other emergencies. | Range  *From your work you must show that you have met the requirements opposite.* |

**UNIT FT4P 04 (PW7) Develop and Maintain a Healthy, Safe and Secure Environment for Children**

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

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*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

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**UNIT FT4R 04 (PW8) Develop and Promote Positive Relationships**

This Unit has the following Elements:

**Element 1 (PW8.1) Develop relationships with children**

**Element 2 (PW8.2)** **Communicate with children**

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

**Element 4 (PW8.4)** **Communicate with adults**

**Unit Summary**

This Unit is about developing and promoting positive relationships with children, communicating with children and adults and fostering positive relationships between children and with adults.

Target Group

This Unit is for experienced 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.

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

**Keywords**

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| **What we mean by some of the words used in this Unit** | |
| **Anti-discriminatory practice** | Taking positive action to counter discrimination; this will involve identifying and challenging discrimination and being positive in your practice about diversity without compromising the right of individuals to play. |
| **Children and young people** | **All** children and young people with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics. |

**UNIT FT4R 04 (PW8) Develop and Promote Positive Relationships**

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| **Knowledge and Understanding for the whole Unit**  *To be competent in this Unit, you must know and understand the following:*   1. How the Playwork Principles specifically relate to this Unit. 2. The importance of good working relationships in the setting. 3. Relevant legal requirements covering the way you relate to and interact with children. 4. Relevant legal requirements covering confidentiality and the disclosure of information. 5. Relevant legal requirements covering the needs of disabled children. 6. The types of information that should be treated confidentially: who you can and cannot share this information with. 7. The meaning of anti-discriminatory practice and how to integrate this into relationships with different types of children and adults. 8. The basic stages of child development and how these affect the way:  * you behave with children * you communicate with children * children relate to and interact with others |

**UNIT FT4R 04 (PW8) Develop and Promote Positive Relationships**

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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | |
| **No** | **Description of Evidence** | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 |
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*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

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**UNIT FT4R 04 (PW8) Develop and Promote Positive Relationships**

**Element 1 (PW8.1)** **Develop relationships with children**

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| **Performance Criteria**  *To meet the national standard, you must:*    1 Interact with children in a way that helps them feel welcome and valued in the setting.  2 Adapt your behaviour to the age, needs and abilities of individual children.  3 Negotiate with children about their needs and preferences and involve them in decision making as appropriate to their stage of development.  4 Apply inclusive and anti-discriminatory practice in your relationships with children.  5 Make sure your behaviour with children is appropriate.  6 Give attention to individual children in a way which is fair to them and the group as a whole.  7 Respect confidential information about children.  Range  *From your work you must show that you have met the requirements above.* | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. Different strategies you can adopt to help children to feel welcome and valued in the setting. 2. What is meant by ‘appropriate’ and ‘inappropriate’ behaviour when interacting with children: the policies and procedures to follow and why these are important. 3. The importance of encouraging children to make choices and decisions for themselves and strategies to support this. 4. How to negotiate with children according to their age and stage of development. 5. Strategies you can use to show children that you respect their individuality. 6. How to balance the needs of individual children with those of the group as a whole. |

**UNIT FT4R 04 (PW8) Develop and Promote Positive Relationships**

**Element 1 (PW8.1)** **Develop relationships with children**

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|  |  | Performance Criteria | | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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|  |  | Knowledge and Understanding | | | | | |
| **No** | **Description of evidence** | K9 | K10 | K11 | K12 | K13 | K14 |
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**UNIT FT4R 04 (PW8) Develop and Promote Positive Relationships**

**Element 1 (PW8.1)** **Develop relationships with children**

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

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**UNIT FT4R 04 (PW8) Develop and Promote Positive Relationships**

Element 2 (**PW8.2)** **Communicate with children**

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Communicate with children in a way which is appropriate to their age, needs and abilities.  2 Listen to children and respond to them in a way that shows that you value what they say and feel.  3 Ask questions, clarify and confirm points.  4 Encourage children to ask questions, offer ideas and make suggestions.  5 Summarise information in a way that is appropriate to the children and young people.  6 Recognise when there are communication difficulties and adapt the way you communicate accordingly.  Range  *From your work you must show that you have met the requirements above.* | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. The importance of clear communication with children. 2. Why it is important to listen to children and for them to ask questions, offer ideas and suggestions. 3. The importance of understanding and valuing that children and young people see the world in different ways to adults. 4. The types of behaviour that show that you value children’s ideas and feelings. 5. The importance of being sensitive to communication difficulties with children and how to adapt the way you communicate to different situations. |

**UNIT FT4R 04 (PW8) Develop and Promote Positive Relationships**

Element 2 **(PW8.2)** **Communicate with children**

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|  |  | Performance Criteria | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 |
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| **No** | **Description of evidence** | K15 | K16 | K17 | K18 | K19 |
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**UNIT FT4R 04 (PW8) Develop and Promote Positive Relationships**

Element 2 **(PW8.2)** **Communicate with children**

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

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**UNIT FT4R 04 (PW8) Develop and Promote Positive Relationships**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Support children in developing agreements about ways of behaving in the setting and how to put these into practice.  2 Support children in understanding other people’s feelings.  3 Support children who have been upset by others.  4 Encourage and support children to sort out conflict for themselves.  5 Encourage and support adults to have positive relationships with children.  Range  *From your work you must show that you have met the requirements above.* | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. How you can help children to understand the value and importance of positive relationships with others. 2. The importance of children valuing and respecting other people’s individuality and how you can encourage and support this. 3. Why it is important for children to understand and respect other people’s feelings. 4. Why it is important to be consistent and fair in dealing with positive and negative behaviour and strategies that you can use to challenge and deal with it, consistent with your organisations policy. 5. Strategies you can use to encourage and reinforce positive behaviour. 6. Why it is important for children to be able to deal with conflict themselves and what support they may need from you. 7. Why it is important to encourage and support positive relationships between children and adults’ in the setting. 8. 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. 9. 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. 10. Children and young people’s development and how this affects their relationships with others, including how they communicate. |

**UNIT FT4R 04 (PW8) Develop and Promote Positive Relationships**

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

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| **No** | **Description of evidence** | K20 | K21 | K22 | K23 | K24 | K25 | K26 | K27 | K28 | K29 |
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**UNIT FT4R 04 (PW8) Develop and Promote Positive Relationships**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT4R 04 (PW8) Develop and Promote Positive Relationships**

**Element 4 (PW8.4)** **Communicate with adults**

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Communicate with adults politely and courteously and in a way that is appropriate to them.  2 Show respect for adults’ individuality, needs and preferences.  3 Respond to adults requests for information accurately within agreed boundaries of confidentiality.  4 Actively listen to adults, asking questions and clarifying, summarising and confirming key points.  5 Recognise when there are communication difficulties and adapt the way you communicate accordingly.  6 Handle any disagreements with adults in a way that will maintain a positive relationship.  Range  *From your work you must show that you have met the requirements above.* | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. Why positive relationships with adults are important. 2. Why it is important to show respect for adults’ individuality. 3. The importance of clear communication with adults. 4. How and when it may be necessary to adapt the way you communicate to meet the needs of adults and how you can do this. 5. Typical situations that may cause conflict with adults and how to deal with these effectively. |

**UNIT FT4R 04 (PW8) Develop and Promote Positive Relationships**

**Element 4 (PW8.4)** **Communicate with adults**

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|  |  | Performance Criteria | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 |
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| **No** | **Description of evidence** | K30 | K31 | K32 | K33 | K34 |
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**UNIT FT4R 04 (PW8) Develop and Promote Positive Relationships**

**Element 4 (PW8.4)** **Communicate with adults**

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

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**UNIT FT4T 04 (PW9) Plan and Support Self-directed Play**

This Unit has the following Elements:

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

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

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

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

**Unit Summary**

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

Target Group

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

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

**UNIT FT4T 04 (PW9) Plan and Support Self-directed Play**

**Keywords**

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| **What we mean by some of the words used in this Unit** | |
| **Affective play space** | Spaces that: a) pay attention to and support the variety of feelings and moods that children and young people bring with them or have during play; b) have particular areas, materials and/or props that at different times stimulate or encourage the expression, experience or experimentation with a range of emotions; and c) have playworkers who seek 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, 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. |
| **Behavioural hazard** | Some behaviours during play are potentially hazardous, eg egging on, showing off, excluding, hyperactivity, dominating, etc and playworkers need to be aware of these in case their support is needed. |
| **Children and young people** | **All** children and young people with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics. |
| **Communication play** | Play using words, nuances or gestures for example; mime, jokes, play acting, mickey taking, singing, debate, poetry. |
| **Creative play** | Play which allows a new response, the transformation of information, awareness of new connections, with an element of surprise. For example, enjoying creation with a range of materials and tools for its own sake. |
| **Deep play** | Play which allows the child to encounter risky or even potentially life threatening experiences, to develop survival skills and conquer fear. For example, leaping onto an aerial runway, riding a bike on a parapet, balancing on a high beam. |
| **Disabled children** | Children with impairments who experience barriers to accessing main stream child care and play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex needs which may be permanent or temporary. |
| **Dramatic play** | Play which dramatises events in which the child is not a direct participator. For example, presentation of a TV show, an event on the street, a religious or festive event, even a funeral. |
| **Emotional hazard** | Children will bring their moods and feelings from their day with them to a play setting and this often affects the way they behave and interact with others. They will also experience all kinds of feelings when playing — sometimes by choice and sometimes unexpectedly. Some feelings, eg fear, anger, excitement, boredom, could be potentially hazardous and Playworkers need to be aware of such feelings in case their support is needed. |

**UNIT FT4T 04 (PW9) Plan and Support Self-directed Play**

**Keywords**

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| **What we mean by some of the words used in this Unit (cont)** | |
| **Environmental hazard** | Aspects or things in the environment that could be potentially harmful; for example extreme or freak weather, animals, changing light. |
| **Exploratory play** | Play to access factual information consisting of manipulative behaviours such as handling, throwing, banging or mouthing objects. For example, engaging with an object or area and, either by manipulation or movement, assessing its properties, possibilities and content, such as stacking bricks. |
| **Fantasy play** | Play, which rearranges the world in the child's way, a way which is unlikely to occur. For example, playing at being a pilot flying around the world or the owner of an expensive car. |
| **Hazard** | Something that may cause harm to the health, safety and welfare of users of the play setting. |
| **Imaginative play** | Play where the conventional rules, which govern the physical world, do not apply. For example, imagining you are, or pretending to be, a tree or ship, or patting a dog which isn't there. |
| **Locomotor play** | Movement in any and every direction for its own sake. For example, chase, tag, hide and seek, tree climbing. |
| **Mastery play** | Control of the physical and affective ingredients of the environments. For example, digging holes, changing the course of streams, constructing shelters, building fires. |
| **Object play** | Play which uses infinite and interesting sequences of hand-eye manipulations and movements. For example, examination and novel use of any object, eg cloth, paintbrush, cup. |
| **Observing play** | The purpose of observation within a play environment is to observe and sometimes record children and young people’s play behaviours, in order to ensure that the environment is providing effective play spaces. These observations may therefore include play types, play cues and returns seen. These observations are **not** for the purpose of monitoring children and young people’s development, or planning a curriculum of activities. 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 hazard** | Something physical that may cause harm and may or may not be removable; for example, broken glass, faulty equipment, traffic. |
| **Physical play scene** | Spaces that support children and young people in physically playing in any way they wish ie. running, jumping, climbing, swinging, dancing, wrestling, sliding, chasing as well as all the fine motor skills too. |
| **Play** | Play is freely chosen, personally directed and intrinsically motivated. |

**UNIT FT4T 04 (PW9) Plan and Support Self-directed Play**

**Keywords**

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| ***What we mean by some of the words used in this Unit (cont)*** | |
| **Play cues** | Facial expressions, language or body language that communicates 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 |
| **Play frame** | A material or non-material boundary that keeps the play intact. |
| **Play needs** | What individual children and young people have to have in order to be able to play but are not always able to have for a variety of reasons; for example lack of access, overprotective adults, lack of outdoor environments, etc. |
| **Plat preferences** | What individual children and young people are interested in and choose to play — based on their prior experience. |
| **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. |
| **Risk** | The likelihood of a hazard actually causing harm; this will often be influenced by the age or stage of development of the children and young people involved. |
| **Role play** | Play exploring ways of being, although not normally of an intense personal, social, domestic or interpersonal nature. For example, brushing with a broom, dialing with a telephone, driving a car. |
| **Rough and tumble play** | Close encounter play which is less to do with fighting and more to do with touching, tickling, gauging relative strength, discovering physical flexibility and the exhilaration of display. For example, playful fighting, wrestling and chasing where the children involved are obviously unhurt and giving every indication that they are enjoying themselves. |
| **Social play** | Play during which the rules and criteria for social engagement and interaction can be revealed, explored and amended. For example, any social or interactive situation which contains an expectation on all parties that they will abide by the rules or protocols, ie games, conversations, making something together. |
| **Socio-dramatic play** | The enactment of real and potential experiences of an intense personal, social, domestic or interpersonal nature. For example, playing at house, going to the shops, being mothers and fathers, organising a meal or even having a row. |
| **Symbolic play** | Play which allows control, gradual exploration and increased understanding, without the risk of being out of one's depth. For example, using a piece of wood to symbolise a person, or a piece of string to symbolise a wedding ring. |

**UNIT FT4T 04 (PW9) Plan and Support Self-directed Play**

**Keywords**

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| **What we mean by some of the words used in this Unit (cont)** | |
| **Transient play space** | Spaces that change, get modified, adapted or get reconstructed via 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. For example, creating dens and hideyholes; 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. |
| **Unacceptable risk** | Risk is considered unacceptable when a child engages in play behaviour which is likely to result in their death or serious injury. Other risks, whilst being perceived as dangerous and potentially harmful are considered acceptable because the benefits of the play experience outweigh the harm that may occur. |

**UNIT FT4T 04 (PW9) Plan and Support Self-directed Play**

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| **Knowledge and Understanding for the whole Unit**  *To be competent in this Unit, you must know and understand the following:*   1. How the Playwork Principles specifically relate to this Unit. 2. The short and long term benefits of play. 3. The playworker’s role in supporting play. 4. 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. 5. Indicators/objectives you can use to evaluate play provision. 6. How to provide further range of play types that are commonly accepted in Playwork. 7. How to provide for the following play types:  * communication play * creative play * deep play * dramatic play * exploratory play * fantasy play * imaginative play * locomotor play * mastery play * object play * role play * rough and tumble * social play * socio-dramatic play * symbolic play  1. The mood descriptors associated with play and how to recognise these:  * happy * independent * confident * altruistic * trusting * balanced * active or immersed * at ease  1. The main stages of child development and how these affect children’s play needs and behaviours. 2. The particular needs of disabled children and how these need to be met when planning for and supporting play, including helping them to manage risk. |

**UNIT FT4T 04 (PW9) Plan and Support Self-directed Play**

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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | | | |
| **No** | **Description of evidence** | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 |
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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

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**UNIT FT4T 04 (PW9) Plan and Support Self-directed Play**

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

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| **Performance Criteria**  *To meet the national standard, you must:*    1 Collect information on children and young people’s play using a range of **methods.**  2 Investigate and take account of the needs of children and young people who experience barriers to access.  3 Analyse information to identify play needs.  4 Consult with children and young people and take account of their ideas on play needs and preferences.  5 Research and identify a range of play spaces and resources that will meet the play needs of children and young people.  Range  *From your work you must show that you have collected information using the following:*  1 **Methods**  (a) researching playwork theory and practice  (b) observing children and young people at play  (c) interacting with children and young people | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. Why it is important to identify children and young people’s play needs and preferences. 2. Different types of information you can use to identify play needs and preferences and how to access these. 3. The barriers to access, including disability but taking account of others, that some children and young people may experience and how to address these. 4. Why it is important to consult with children and young people on play needs and preferences. 5. The range of different types of play spaces that can meet children and young people’s needs and preferences. |

**UNIT FT4T 04 (PW9) Plan and Support Self-directed Play**

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

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|  |  | Performance Criteria | | | | | Range | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 1a | 1b | 1c |
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|  |  | Knowledge and Understanding | | | | |
| **No** | **Description of evidence** | K11 | K12 | K13 | K14 | K15 |
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**UNIT FT4T 04 (PW9) Plan and Support Self-directed Play**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

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**UNIT FT4T 04 (PW9) Plan and Support Self-directed Play**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Plan **play spaces** that will meet the needs of children and young people and can be adapted by them to meet new needs.  2 Make sure the play spaces provide for a range of different play types.  3 Obtain the resources needed for these **play spaces.**  4 Work within the available budget or find other creative ways of obtaining or making resources.  5 Create the planned **play spaces** involving children and young people wherever possible.  6 Make sure that the range of **play spaces** will be accessible for all children and young people who could take part.  7 Make sure the **play spaces** take account of health and safety requirements.  Range  *From your work you must show that you have planned and created the following types of:*  1 **Play spaces**  (a) physical  (b) affective  (c) transient  (d) permanent | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. Why it is important to create spaces that children and young people can adapt to their own needs. 2. How to obtain and/or create resources needed for a range of play spaces. 3. How to involve children and young people in the creation of play spaces. 4. The health and safety requirements that are relevant to play spaces and how to ensure you take account of these. |

**UNIT FT4T 04 (PW9) Plan and Support Self-directed Play**

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

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|  |  | Performance Criteria | | | | | | | Range | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1a | 1b | 1c | 1d |
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|  |  | Knowledge and Understanding | | | |
| **No** | **Description of evidence** | K16 | K17 | K18 | K19 |
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**UNIT FT4T 04 (PW9) Plan and Support Self-directed Play**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

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**Internal verifier’s signature**  **Date**

**UNIT FT4T 04 (PW9) Plan and Support Self-directed Play**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Encourage children and young people to choose and explore the range of **play spaces** for themselves, providing support when necessary.  2 Leave the content and intent of play to the children and young people.  3 Enable play to occur uninterrupted.  4 Enable children and young people to explore their own values.  5 Ensure children and young people can develop in their own ways.  6 Hold children and young people’s play frames when necessary.  7 Observe play and respond to play cues according to the stage in the play cycle.  Range  *From your work you must show that you have supported self-directed play using the following types of:*  1 **Play spaces**  (a) physical  (b) affective  (c) transient  (d) permanent | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. Why it is important for children and young people to choose and explore play spaces for themselves. 2. The types of support you may need to provide and how to decide when it is appropriate to provide support. 3. Why it is important to leave the content and intent of play to children and young people. 4. Why it is important to allow play to continue uninterrupted. 5. Why it is important to allow children to develop in their own ways and not to show them ‘better’ ways of doing things when they are playing unless they ask. 6. The main stages of the play cycle. 7. How to define a play frame. 8. How to identify play cues. 9. How to identify when and how to respond to a play cue. |

**UNIT FT4T 04 (PW9) Plan and Support Self-directed Play**

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

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|  |  | Performance Criteria | | | | | | | Range | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1a | 1b | 1c | 1d |
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|  |  | Knowledge and Understanding | | | | | | | | |
| **No** | **Description of evidence** | K20 | K21 | K22 | K23 | K24 | K25 | K26 | K27 | K28 |
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**UNIT FT4T 04 (PW9) Plan and Support Self-directed Play**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

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**Internal verifier’s signature**  **Date**

**UNIT FT4T 04 (PW9) Plan and Support Self-directed Play**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Allow children and young people to experience and explore risk during play.  2 Identify **hazards** when they occur.  3 Assess the risks that these **hazards** pose in a way that is sensitive to the nature of the children and young people involved.  4 Raise children and young people’s awareness of **hazards** and manage risk themselves.  5 Balance the risks involved with the benefits of challenge and stimulation.  6 Only intervene if the level of risk becomes unacceptable.  Range  *From your work you must show that you managed risk for the following types of:*  1 **Hazard**  (a) physical  (b) emotional  (c) behavioural  (d) environmental | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. Why risk is important in play and how to encourage and support acceptable risk taking. 2. Levels of risk acceptable according to organisational policies and procedures. 3. The range of hazards that may occur during children’s play and how to recognise these. 4. How to assess risk/benefit according to age and stage of development. 5. The importance of balancing risk with the benefits of challenge and stimulation. |

**UNIT FT4T 04 (PW9) Plan and Support Self-directed Play**

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

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|  |  | Performance Criteria | | | | | | Range | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 1a | 1b | 1c | 1d |
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|  |  | Knowledge and Understanding | | | | |
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**UNIT FT4T 04 (PW9) Plan and Support Self-directed Play**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

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**UNIT FT4V 04 (PW10) Reflect on and Develop Practice**

This Unit has the following Elements:

**Element 1 (PW10.1) Reflect on practice**

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

**Unit Summary**

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

Target Group

This Unit is for experienced 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.

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

**Keywords**

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

**UNIT FT4V 04 (PW10) Reflect on and Develop Practice**

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| **Knowledge and Understanding for the whole Unit**  *To be competent in this Unit, you must know and understand the following:*   1. How the Playwork Principles specifically relate to this Unit. 2. Why reflection on practice and evaluation of personal effectiveness is important. 3. How reflection can contribute to the development of:    * professional knowledge and skills    * confidence and self esteem 4. Techniques of reflective analysis:–  * questioning what, why and how * seeking alternatives * keeping an open mind * viewing from different perspectives * thinking about consequences * testing ideas through comparing and contrasting * asking ‘what if….? * synthesising ideas * seeking, identifying, and resolving problems  1. Reflection as a tool for contrasting what we say we do and what we actually do. 2. How to use reflection to challenge existing practice. 3. The difficulties that may occur as a result of examining beliefs, values, and feelings. 4. How to assess further areas for development in your skills and knowledge through reflection, feedback and using resources such as the internet, libraries, journals. 5. The importance of ensuring development plans are specific, measurable, achievable, realistic and timebound. 6. The availability and range of training and development opportunities in the local area and how to access these. 7. The importance of integrating new information and/or learning in order to meet current best practice, quality schemes or regulatory requirements. |

**UNIT FT4V 04 (PW10) Reflect on and Develop Practice**

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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | | | | |
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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT4V 04 (PW10) Reflect on and Develop Practice**

**Element 1 (PW10.1)** **Reflect on practice**

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| **Performance Criteria**  *To meet the national standard, you must*   1. Monitor processes, practices and outcomes from your own work. 2. Obtain support from others when appropriate and report any concerns. 3. Evaluate your own performance (achievements, strengths and weaknesses) using best practice benchmarks. 4. Reflect on your interactions with others. 5. Share your reflections with others and use their feedback to improve your own evaluation. 6. Use reflection to solve problems. 7. Use reflection to improve practice. | Range  *From your work you must show you have met the requirements opposite.* |

**UNIT FT4V 04 (PW10) Reflect on and Develop Practice**

**Element 1 (PW10.1)** **Reflect on practice**

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|  |  | Performance Criteria | | | | | | |
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**Candidate’s signature**  **Date**

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**UNIT FT4V 04 (PW10) Reflect on and Develop Practice**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Identify areas in your knowledge, understanding and skills where you could develop further.  2 Develop and negotiate a plan to develop your knowledge, skills and understanding further.  3 Seek out and access opportunities for continuing professional development as part of this plan.  4 Use continuing professional development to improve your practice. | Range  *From your work you must show you have met the requirements opposite.* |

**UNIT FT4V 04 (PW10) Reflect on and Develop Practice**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

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**UNIT FT4W 04 (PW11) Work with Colleagues in a Team**

This Unit has the following Elements:

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

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

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

**Unit Summary**

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

Target Group

The Unit is for you if you work with colleagues in a team and take some responsibility for the work of others in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

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

**Keywords**

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

**UNIT FT4W 04 (PW11) Work with Colleagues in a Team**

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

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| **Performance Criteria**  *To meet the national standard, you must:*     1. Maintain relationships with your **colleagues** which help the team to work effectively. 2. Make sure you carry out your duties and responsibilities as agreed with **colleagues**. 3. Respect the roles and responsibilities of others in the team and hand over situations to them when appropriate. 4. Promptly sort out any duties and responsibilities which you are unsure about with a relevant **colleague.** 5. Only vary agreed duties and responsibilities with the agreement of relevant **colleagues.** 6. Communicate clearly with colleagues, orally and in writing, making sure they have the information they need. 7. Ask for additional support in your work as and when necessary. 8. Make positive and realistic **suggestions** as to how your team’s work could be improved. 9. Regularly report your progress and any difficulties you encounter to **colleagues** as required. 10. Participate effectively in team meetings.   Range  *From your work you must show that you have worked effectively with the following types of:*  1 **Colleagues**  (a) working at the same level  (b) line managers  (c) staff for whom you are responsible | *making the following:*  2 **Suggestions**  (a) to improve health and safety  (b) to improve service delivery  (c) to improve the environment  (d) to improve relationships with users  (e) improve relationships in the team  (f) to improve inclusive practice  **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. How the Playwork Principles specifically relate to this Unit. 2. Why effective, inclusive team work is important and how it contributes to the quality of provision. 3. The responsibilities of own role and the boundaries of own competence. 4. Why it is important to carry out agreed responsibilities and duties and what may happen if you do not do this. 5. The importance of sorting out any duties or responsibilities which you are unsure about. 6. Why you should only vary responsibilities and duties with the agreement of colleagues. 7. Situations in which you should ask for additional support and why. 8. The importance of making suggestions as to how the team’s work could be improved. 9. Why it is important to keep the appropriate colleagues up to date and informed of progress. 10. How to participate effectively in team meetings. 11. Why it is important for the team to anticipate the needs of users. |

**UNIT FT4W 04 (PW11) Work with Colleagues in a Team**

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

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|  |  | Performance Criteria | | | | | | | | | | Range | | | | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1a | 1b | 1c | 2a | 2b | 2c | 2d | 2e | 2f |
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|  |  | Knowledge and Understanding | | | | | | | | | | |
| **No** | **Description of evidence** | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 | K11 |
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**UNIT FT4W 04 (PW11) Work with Colleagues in a Team**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

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**UNIT FT4W 04 (PW11) Work with Colleagues in a Team**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Provide comment and constructive criticism to your **colleagues** in a manner which identifies good practice and reinforces their self confidence.  2 Offer helpful **support** to your **colleagues** when they need it.  3 Share information with your **colleagues** which helps them to improve their work.  4 Show that you value diversity and will challenge discrimination and prejudice in your work with, and in support of, **colleagues.**  Range  *From your work you must show that you have worked effectively with the following types of:*  1 **Colleagues**  (a) working at the same level  (b) line managers  (c) staff for whom you are responsible  *with the following:*  2 **Support**  (a) additional people  (b) additional resources  (c) providing coaching and mentoring | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. Why it is important to give colleagues constructive criticism. 2. Why it is important for colleagues to receive recognition for their contributions. 3. The types of situations in which colleagues may need support and how to respond to these. 4. Why it is important to share information and how to do this effectively. 5. Why diversity is important in your area of work. 6. Why discrimination and prejudice should be challenged and how to do so effectively and constructively. |

**UNIT FT4W 04 (PW11) Work with Colleagues in a Team**

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

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|  |  | Performance Criteria | | | | Range | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 1a | 1b | 1c | 2a | 2b | 2c |
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|  |  | Knowledge and Understanding | | | | | |
| **No** | **Description of evidence** | K12 | K13 | K14 | K15 | K16 | K17 |
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**UNIT FT4W 04 (PW11) Work with Colleagues in a Team**

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

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| Notes/Comments |

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**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT4W 04 (PW11) Work with Colleagues in a Team**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Respond to **conflict** in a way which does not disrupt the work of the team.  2 Promptly refer **conflict** which cannot be sorted out personally to a relevant colleague.  3 Show a willingness to compromise when feasible solutions to conflict are proposed.  4 Offer effective support to **colleagues** in **conflict** in a way which is consistent with organisational procedures.  5 Provide accurate reports on incidents of **conflict** as required by organisational procedures.  Range  *From your work you must show that you have responded to the following types of:*  1 **Conflict**  (a) with other team members  (b) between other team members  *involving the following:*  2 **Colleagues**  (a) working at the same level  (b) line manager  (c) staff for whom you are responsible | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. The types of conflict which tend to happen in teams and how to deal with these. 2. Why it is important not to disrupt the work of the team when conflict occurs. 3. Types of conflict which you can deal with yourself and conflict which must be referred to others. 4. Why it is important to compromise when possible and situations where compromises should not be made. 5. Different ways that you can support colleagues involved in conflict. 6. Why it is important to make a prompt and accurate report of the conflict.   K24 Organisational procedures for dealing with conflict. |

**UNIT FT4W 04 (PW11) Work with Colleagues in a Team**

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

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|  |  | Performance Criteria | | | | | Range | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 1a | 1b | 2a | 2b | 2c |
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|  |  | Knowledge and Understanding | | | | | | |
| **No** | **Description of evidence** | K18 | K19 | K20 | K21 | K22 | K23 | K24 |
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**UNIT FT4W 04 (PW11) Work with Colleagues in a Team**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT4X 04 (PW12) Respond to Concerns about Possible Child Abuse**

This Unit has the following Elements:

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

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

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

**Unit Summary**

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

* concerns of physical abuse
* concerns about bullying
* concerns of neglect
* concerns about emotional abuse
* concerns about sexual abuse

Target Group

The Unit is for you if you work directly with children in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. It is recommended that you should have had an appropriate level of training in child protection and be familiar with your organisation’s procedures for dealing with suspected abuse

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

**Keywords**

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| **What we mean by some of the words used in this Unit** | |
| **Abuse** | A deliberate act of ill treatment that can harm or is likely to cause harm to a child’s safety, wellbeing and development. |
| **Bullying** | Aggression deliberately and or persistently directed against a particular target, or victim. |
| **Children and young people** | **All** children and young people with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics. |
| **Disabled Children** | Children with impairments who experience barriers to accessing main stream child care and play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex needs which may be permanent or temporary. |
| **Neglect** | The child not receiving a level of care (for example, food, drink, personal hygiene, clothing) sufficient for she or he to develop in the same way as other children of her/his age and stage of development. |
| **Organisation’s policies and procedures** | What your organisation says its staff should and should not do in certain situations. |

**UNIT FT4X 04 (PW12) Respond to Concerns about Possible Child Abuse**

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| **Knowledge and Understanding for the whole Unit**  *To be competent in this Unit, you must know and understand the following:*   1. How the Playwork Principles specifically relate to this Unit. 2. The basic requirements of legislation covering child protection. 3. Why it is important to be aware of possible abuse and to report any concerns. 4. The requirements of your organisation and the law in regard to child protection and your responsibilities for this. 5. The importance of recognising that disabled children may be more vulnerable to abuse. |

**UNIT FT4X 04 (PW12) Respond to Concerns about Possible Child Abuse**

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|  |  | Knowledge and Understanding for the whole Unit | | | | |
| **No** | **Description of evidence** | K1 | K2 | K3 | K4 | K5 |
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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT4X 04 (PW12) Respond to Concerns about Possible Child Abuse**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Make sure your observation of the child’s physical condition and behaviour is sensitive to the child and the circumstances.  2 Note any **signs and indicators** of possible **abuse**.  3 Consider any **signs and indicators** of possible **abuse** in the light of other information about the child.  4 Take action which is appropriate to the significance of the **signs and indicators** and the requirements and procedures of your organisation.  5 Follow agreed procedures for confidentiality at all times.  Range  *From your work you must show that you have dealt with the following types of:*  1 **Signs and indicators**  (a) physical  (b) behavioural    *and handled concerns for the following types of:*  2 **Abuse**  (a) physical  (b) bullying  (c) neglect  (d) emotional  (e) sexual | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. The common signs and indicators of physical, emotional, sexual abuse, neglect and bullying in children. 2. Why it is important to observe a child’s physical condition in a way which is sensitive to the child and the situation and how to do so. 3. Other types of information to consider when noting signs and indicators of possible abuse. 4. The impact of abuse on children and young people. |

**UNIT FT4X 04 (PW12) Respond to Concerns about Possible Child Abuse**

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

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|  |  | Performance Criteria | | | | | Range | | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 1a | 1b | 2a | 2b | 2c | 2d | 2e |
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|  |  | Knowledge and Understanding | | | |
| **No** | **Description of evidence** | K6 | K7 | K8 | K9 |
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**UNIT FT4X 04 (PW12) Respond to Concerns about Possible Child Abuse**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT4X 04 (PW12) Respond to Concerns about Possible Child Abuse**

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

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| **Performance Criteria**  *To meet the national standard, you must:*   1. Respond promptly and calmly to the child’s **disclosure** of **abuse.** 2. Make it clear to the child that other people appropriate to the situation will have to be informed. 3. Explain to the child/young person what will happen next. 4. Give the child appropriate reassurance and support. 5. Communicate at the child’s pace, without exerting pressure to reveal more than the child wishes to. 6. Record information on the **disclosure** accurately as soon as possible.   7 Follow agreed procedures for confidentially at all times.  Range  *From your work you must show that you have handled the following types of:*  1 **Disclosure**  (a) full  (b) partial    *and handled concerns for the following  types of:*  2 **Abuse**  (a) physical  (b) bullying  (c) neglect  (d) emotional  (e) sexual | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. The importance of responding promptly and calmly to a child’s disclosure of abuse and how to do so. 2. Why it is important to make it clear to the child that other people must be informed of any possible abuse. 3. Why it is important to provide a child with reassurance and support during a disclosure of abuse and how to do so. 4. Why it is important to communicate at the child’s pace and not exert pressure on the child to disclose more than they wish. 5. How to communicate at the child’s pace and not exert pressure. |

**UNIT FT4X 04 (PW12) Respond to Concerns about Possible Child Abuse**

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

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|  |  | Performance Criteria | | | | | | | Range | | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1a | 1b | 2a | 2b | 2c | 2d | 2e |
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|  |  | Knowledge and Understanding | | | | |
| **No** | **Description of evidence** | K10 | K11 | K12 | K13 | K14 |
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**UNIT FT4X 04 (PW12) Respond to Concerns about Possible Child Abuse**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT4X 04 (PW12) Respond to Concerns about Possible Child Abuse**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Record all information concerning possibleabuse.  2 Provide information about the possible abuse to the relevant person, according to your organisation’s policies and procedures.  3 Ensure your information is accurate and up-to-date.  4 Follow your organisation’s procedures when responding to requests for **reports** on incidents, disclosures or suspicions of abuse.  5 Clearly distinguish in your **reports** between directly observed evidence, information from other people and opinion.  6 Present your **reports** to the relevant person or agency in the required format and at the time requested.  7 Follow agreed procedures for confidentiality at all times.  Range  *From your work you must show that you have provided the following types of:*  1 **Reports**  (a) verbal  (b) written  (c) set pro forma | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. Who are the appropriate people and agencies to report possible abuse to. 2. How to decide whether to report concerns about possible abuse and who to report possible abuse to. 3. How to report possible abuse. 4. Why confidentiality is important  — who should and should not be informed of possible abuse. 5. How to distinguish between directly observed signs and indicators of abuse, other information and opinions and why it is important to do so in any reports. 6. Why it is important to note any evidence of possible abuse carefully and to include this in any report. |

**UNIT FT4X 04 (PW12) Respond to Concerns about Possible Child Abuse**

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

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|  |  | Performance Criteria | | | | | | | | Range | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1a | | 1b | 1c |
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|  |  | Knowledge and Understanding | | | | | |
| **No** | **Description of evidence** | K15 | K16 | K17 | K18 | K19 | K20 |
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**UNIT FT4X 04 (PW12) Respond to Concerns about Possible Child Abuse**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

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**UNIT FT4Y 04 (PW13) Contribute to Children’s Health and Well Being**

This Unit has the following elements:

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

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

**Unit Summary**

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

Target Group

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

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

**Keywords**

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| **What we mean by some of the words used in this Unit** | |
| **Children and young people** | **All** children and young people with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics. |
| **Nutrition** | In respect of different foods and their importance to health and a balanced diet. |
| **Special dietary requirements** | Requirements that correspond to a child’s personal beliefs, for example, not eating meat or a particular medical condition, for example, not eating nuts or flour-based products. |

**UNIT FT4Y 04 (PW13) Contribute to Children’s Health and Well Being**

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| **Knowledge and Understanding for the whole Unit**  *To be competent in this Unit, you must know and understand the following:*   1. How the Playwork Principles specifically relate to this Unit. 2. The importance of a healthy lifestyle to children and young people’s development. 3. The role that the playworker can play in encouraging and supporting a healthy lifestyle. 4. The basic stages of child development and the implications for:  * lifestyle * nutrition * risks to health * common illnesses |

**UNIT FT4Y 04 (PW13) Contribute to Children’s Health and Well Being**

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|  |  | Knowledge and Understanding for the whole Unit | | | |
| **No** | **Description of evidence** | K1 | K2 | K3 | K4 |
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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT4Y 04 (PW13) Contribute to Children’s Health and Well Being**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Provide children and young people with accurate and up-to-date information on a healthy **lifestyle**.  2 Make children and young people aware of risks to their own health.  3 Encourage and support children and young people to consider their own **lifestyle** and identify ways to improve and maintain their own health.  4 Provide children and young people with opportunities to take part in physical activity.  Range  *From your work you must show that you have encouraged and supported the following aspects of:*  1 **Lifestyle**  (a) diet  (b) physical activity  (c) personal hygiene  (d) protection from infections  (e) substance abuse  (f) emotional well-being | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. Sources of information on a healthy lifestyle for children and young people and how to access these. 2. How to present information on healthy living to children and young people in an effective way. 3. How to stimulate children and young people to consider their own lifestyle and think of ways they could improve their health. 4. Levels and types of physical activity appropriate to children and young people according to their age and stage of development. 5. Ways in which children and young people can increase their physical activity on a routine basis. 6. The importance of providing an effective role model for a healthy lifestyle. |

**UNIT FT4Y 04 (PW13) Contribute to Children’s Health and Well Being**

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

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|  |  | Performance Criteria | | | | Range | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 1a | 1b | 1c | 1d | 1e | 1f |
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|  |  | Knowledge and Understanding | | | | | |
| **No** | **Description of evidence** | K5 | K6 | K7 | K8 | K9 | K10 |
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**UNIT FT4Y 04 (PW13) Contribute to Children’s Health and Well Being**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

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**UNIT FT4Y 04 (PW13) Contribute to Children’s Health and Well Being**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Provide food and drinks which are attractive and meet the nutritional needs of the children and young people.  2 Provide for special dietary and cultural requirements.  3 Prepare food and drinks in a way which meets parents’ expressed wishes.  4 Ensure children and young people get access to food and drinks according to their needs.  5 Ensure that the equipment, areas and methods used for storage, preparation, serving and clearing away meet legal and organisational requirements.  6 Encourage children and young people to consider the healthy choices in their food and drinks and the reasons.  7 Involve the children and young people in the selection, preparation, serving and clearing away of food and drinks.  Range  *From your work you must show that you have met the requirements above.* | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. The types of meals and snacks which promote healthy eating. 2. Basic knowledge of food hygiene. 3. The importance of hydration to children and young people especially when they are taking part in physical play. 4. How to provide a satisfying varied and balanced diet. 5. Refreshments that reflect cultural and specific needs. 6. The importance of consulting children on the selection, preparation, serving and clearing away of food and drinks. 7. The play setting’s Healthy Eating Policy.   K18 The play setting’s procedures for preparing and storing food. |

**UNIT FT4Y 04 (PW13) Contribute to Children’s Health and Well Being**

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

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|  |  | Performance Criteria | | | | | | |
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|  |  | Knowledge and Understanding | | | | | | | |
| **No** | **Description of evidence** | K11 | K12 | K13 | K14 | K15 | K16 | K17 | K18 |
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**UNIT FT4Y 04 (PW13) Contribute to Children’s Health and Well Being**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT50 04 (PW14) Engage with Parents and Carers in the Play Environment**

This Unit has the following Elements:

**Element 1 (PW14.1) Communicate effectively with parents, carers and families**

Element 2 (PW14.2)Support effective parenting

**Unit Summary**

This Unit is about engaging with parents and carers to support the needs of children in the play environment. It is about providing basic parenting support and signposting parents to other services or forms of assistance, especially in relation to issues pertinent to play.

Target Group

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

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

**Keywords**

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| **What we mean by some of the words used in this Unit** | |
| **Children and young people** | **All** children and young people with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics. |
| **Inclusion** | Ensuring that play provision is open and accessible to all and takes positive action in removing barriers so that all children and young people, including the disabled and those from other minority groups, can participate. |
| **Organisation’s policies and procedures** | What your organisation says its staff should and should not do in certain situations. |
| **Parents and carers** | **All** people with parental or caring responsibilities for children including primary and non-primary carers. This term should be taken to include all family members (including brothers and sisters) who may have caring responsibilities, wider family members, partners of parents and childminders or similar. |
| **Play opportunities** | Opportunities for children and young people to engage in self-directed, freely chosen play. |
| **Play setting** | Anywhere where children and young people play, for example, an indoor play centre or adventure playground. |

**UNIT FT50 04 (PW14) Engage with Parents and Carers in the Play Environment**

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| **Knowledge and Understanding for the whole Unit**  *To be competent in this Unit, you must know and understand the following:*  K1 How the Playwork Principles specifically relate to this Unit. |

**UNIT FT50 04 (PW14) Engage with Parents and Carers in the Play Environment**

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|  |  | Knowledge and Understanding for the whole Unit |
| **No** | **Description of evidence** | K1 |
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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT50 04 (PW14) Engage with Parents and Carers in the Play Environment**

Element 1 (PW14.1) Communicate effectively with parents, carers and families

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| **Performance Criteria**  *To meet the national standard, you must:*   1. Initiate relationships with parents and carersin a way that helps them and their children feel welcome. 2. Establish respectful, open and honest relationships with parents and carers. 3. Hold conversations with parents and carers at appropriate times. 4. Summarise and provide clear and accurate **information** to parents and carers. 5. Confirm that parents and carers have understood what was communicated. 6. Respect the wishes of parents and carers within the limitations of agreed procedures, values and children’s rights. 7. Respond promptly and positively to complaints and suggestions and follow organisational procedures for carrying these through. 8. Respect confidential information about parents and carers as long as the children’s welfare is maintained. 9. Handle any issues or complaints from parents and carers tactfully and in accordance with organisational procedures.   Range  *From your work you must show that you have provided parents and carers with the following types of:*  1 **Information**  (a) on the children and young people’s experiences  (b) on opportunities available in the play setting  (c) on agreed procedures and values | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. What open, honest, trusting and respectful relationships with parents are, and why they are important. 2. Different parenting approaches. 3. How different parents approaches may impact on children’s play or behaviour within the play environment. 4. The importance of identifying the needs and expectations of parents and carers. 5. Why clear communication with parents and carers is important. 6. A range of ways of communicating, including electronic. 7. Potential barriers to communication that parents and carers may experience. 8. How to communicate with parents and carers who may experience communication difficulties. 9. The importance of showing that you listen to parents and carers and take their views and opinions seriously. 10. How to balance the wishes of parents and carers with the agreed procedures and policies of the setting and the rights of the child. 11. The importance of confidentiality and how to balance the need to respect confidential information about parents and carers with the welfare of the child. 12. How to provide appropriate support and reassurance to parents and carers of disabled children, and those with learning difficulties or additional support needs and the types of support that could be provided. 13. A range of situations that may cause conflict with parents and carers and how to deal with these effectively. 14. Your organisation’s complaints procedure. 15. What is meant by a ‘shared understanding’ with parents and carers and how to achieve this. |

**UNIT FT50 04 (PW14) Engage with Parents and Carers in the Play Environment**

Element 1 (PW14.1) Communicate effectively with parents, carers and families

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|  |  | Performance Criteria | | | | | | | | | Range | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 1a | 1b | 1c |
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|  |  | Knowledge and Understanding | | | | | | | |
| **No** | **Description of evidence** | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 |
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**UNIT FT50 04 (PW14) Engage with Parents and Carers in the Play Environment**

Element 1 (PW14.1) Communicate effectively with parents, carers and families

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|  |  | Knowledge and Understanding | | | | | | |
| **No** | **Description of evidence** | K10 | K11 | K12 | K13 | K14 | K15 | K16 |
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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT50 04 (PW14) Engage with Parents and Carers in the Play Environment**

Element 2 (PW14.2) Support effective parenting

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| **Performance Criteria**  *To meet the national standard, you must:*   1. Encourage parents and carers to understand the value of play. 2. Advocate to parents and carers the importance and characteristics of freely chosen and personally directed play. 3. Share your actions and choices as a playworker with parents and carers giving reasons for your actions. 4. Listen to parents and carers concerns. 5. Discuss transitions with parents and carers. 6. Communicate to parents simple reassuring messages and facts about key transitions. 7. Refer parents and carers to sources of information, advice and support from other services, agencies or professionals. 8. Provide timely, appropriate and succinct information to enable other practitioners or professionals to deliver their support to parents and carers. | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. The value of parents as ‘partners’ in the play process. 2. The limits of confidentiality in relation to children and young people; what should and should not be shared with parents and carers. 3. The key role of parents and carers in safeguarding and promoting children and young people’s welfare. 4. The factors that can affect parenting and increase the risk of abuse (for example, domestic violence). 5. The role and value of parents and carers as partners in supporting their children to achieve positive play outcomes. 6. Different transitions and potential impact for children and young people; early years setting, primary, secondary schools, divorce, family break-up, puberty, leaving care, unemployment. 7. When to refer parents and carers to further sources of information, advice, support or guidance. 8. Where education and support services are available to parents and carers locally. 9. The importance of regular and ongoing contact with parents and carers. 10. The valuable input of parents and carers in relation to multi-agency working. |

**UNIT FT50 04 (PW14) Engage with Parents and Carers in the Play Environment**

Element 2 (PW14.2) Support effective parenting

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|  |  | Performance Criteria | | | | | | | |
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|  |  | Knowledge and Understanding | | | | | | | | | |
| **No** | **Description of evidence** | K17 | K18 | K19 | K20 | K21 | K22 | K23 | K24 | K25 | K26 |
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**UNIT FT50 04 (PW14) Engage with Parents and Carers in the Play Environment**

Element 2 (PW14.2) Support effective parenting

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT51 04 (PW15) Administer Playwork Provision**

This Unit has the following Elements:

**Element 1 (PW15.1) Implement access procedures**

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

**Unit Summary**

This Unit is about implementing access procedures and maintaining records about children and young people.

Target Group

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

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

**Keywords**

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| **What we mean by some of the words 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. |
| **Dietary needs** | Requirements that correspond to a child’s personal needs and beliefs, for example, not eating meat or a particular medical condition, for example, not eating nuts or flour-based products. |
| **Organisation’s policies and procedures** | What your organisation says its staff should and should not do in certain situations. |

**UNIT FT51 04 (PW15) Administer Playwork Provision**

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| **Knowledge and Understanding for the whole Unit**  *To be competent in this Unit, you must know and understand the following:*   1. How the Playwork Principles specifically relate to this Unit. 2. The importance effective administration to the running of a play setting. 3. The basic provisions of the data protection act relevant to your work. |

**UNIT FT51 04 (PW15) Administer Playwork Provision**

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|  |  | Knowledge and Understanding for the whole Unit | | |
| **No** | **Description of evidence** | K1 | K2 | K3 |
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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT51 04 (PW15) Administer Playwork Provision**

**Element 1 (PW15.1)** **Implement access procedures**

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Answer the enquiries about the access of children and young people promptly and courteously following organisational procedures.  2 Collect the necessary information about the children, young people and their families.  3 Record this information clearly and fully.  4 Pass the information on to the responsible colleague following organisational procedures.  5 Provide clear and accurate information to the person enquiring about future access conditions.  6 Ensure that access procedures are followed.  Range  *From your work you must show that you have met the requirements above.* | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*  K4 Why it is important to implement access procedures correctly.  K5 The requirements of Disability and Equal Opportunities legislation in regard to access.  K6 The provisions of the Children Act in relation to play provision and record keeping.  K7 Why it is important to deal with enquiries promptly and courteously.  K8 The types of enquiry which are likely to be made and how to deal with these.  K9 Enquiries which may need to be passed on.  K10 The information which needs to be collected about children and their families and why.  K11 Why it is important to record information clearly and fully.  K12 Organisational procedures for processing and communicating this type of information.  K13 The importance of applying access procedures correctly. |

**UNIT FT51 04 (PW15) Administer Playwork Provision**

**Element 1 (PW15.1)** **Implement access procedures**

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|  |  | Performance Criteria | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 |
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|  |  | Knowledge and Understanding | | | | | | | | | |
| **No** | **Description of evidence** | K4 | K5 | K6 | K7 | K8 | K9 | K10 | K11 | K12 | K13 |
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**UNIT FT51 04 (PW15) Administer Playwork Provision**

**Element 1 (PW15.1)** **Implement access procedures**

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT51 04 (PW15) Administer Playwork Provision**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Make sure **information** is complete, legible and up-to-date.  2 Store **information** securely but in a way which allows it to be quickly found and retrieved.  3 Restrict access to **information** according to the agreements on confidentiality and organisational and legal requirements.  4 Promptly provide **information** to authorised people and agencies when necessary.  Range  *From your work you must show that you have maintained the following types of:*  1 **Information**  (a) person responsible for the setting  (b) contact details of staff, volunteers and other adults who may have unsupervised contact with children  (c) records of visitors  (d) administration of medicines  (e) dietary needs and allergies  (f) infectious, notifiable diseases  (g) required information about children  (h) risk assessments  (i) fire drill records and recommendations  (j) insurance  (k) attendance registers  (l) accident/incident records  (m) participation in trips and outings  (n) registration forms  (o) emergency contact details | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*  K14 Why it is important to keep records complete, legible and up-to-date.  K15 Why it is important to store records securely but in a way which enables them to be found quickly.  K16 Methods of organising and storing records.  K17 The importance of confidentiality.  K18 Agreements on confidentiality which have been made with parents and carers.  K19 Organisational requirements covering confidentiality.  K20 The types of information which may need to be passed on to authorised people in the organisation and why requests should be dealt with promptly. |

**UNIT FT51 04 (PW15) Administer Playwork Provision**

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

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|  |  | Performance  Criteria | | | | Range | | | | | | | | | | | | | | |
| **No** | **Description of**  **evidence** | 1 | 2 | 3 | 4 | 1a | 1b | 1c | 1d | 1e | 1f | 1g | 1h | 1i | 1j | 1k | 1l | 1m | 1n | 1o |
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|  |  | Knowledge and Understanding | | | | | | |
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**UNIT FT51 04 (PW15) Administer Playwork Provision**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

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**Internal verifier’s signature**  **Date**

**UNIT FT52 04 (PW24) Inclusive Play, Working with Disabled Children and Young People**

This Unit has the following Elements:

**Element 1 (PW24.1) Develop and implement inclusive play and practice**

**Element 2 (PW24.2)** **Manage inclusive play**

**Unit Summary**

This Unit is about ensuring that playwork practitioners demonstrate the skills and knowledge required to ensure that disabled children and young people have equal access to play setting. The Unit covers inclusive play guidelines, codes of practice and policy making.

Target Group

This Unit is for experienced staff who work directly with children and young people in a setting whose main purpose is providing opportunities for freely chosen, self directed play.

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

**UNIT FT52 04 (PW24) Inclusive Play, Working with Disabled Children and Young People**

**Keywords**

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| **What we mean by some of the words used in this Unit** | |
| **Anti-discriminatory practice** | Taking positive action to counter discrimination; this will involve identifying and challenging discrimination and being positive in your practice about diversity without compromising the right of individuals to play. |
| **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. |
| **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. |
| **Discriminatory practice** | Practice that fails to acknowledge an individual’s right to participate and exercise equality and freedom of choice. |
| **Impairment** | Lacking of part or all of a limb, or a defective limb organism or mechanism of the body. An individual physical, psychological or emotional make-up which differs from accepted ‘norms’. |
| **Inclusive practice** | Practice is open and accessible to all, and takes positive action in removing disabling barriers, so that disabled and non disabled children and young people can participate. |
| **Inclusive provision** | Provision that is open and accessible to all, and takes positive action in removing disabling barriers, so that disabled and non disabled people can participate. |
| **Indicators of discrimination** | Recognising practice that excludes individuals from participating and exercising equality and freedom of choice, including attitudes, environmental access, resources and activities. |
| **Integrated provision** | The intermixing of people previously segregated by impairment alone. Non disabled people tend to take the lead regarding the when, where, how and who. |
| **Segregated provision** | The setting aside of disabled people, based on a professional’s view of impairments and lack of ability to ‘fit in’. Non disabled professionals have total control. |
| **Separate provision** | Groups of disabled people who choose to meet and develop their own agenda, similar to other minority groups. |
| **Social model of disability** | The social model identifies that society is the disabling factor. Lack of physical, environmental and attitudinal access to everyday life excludes disabled people. |

**UNIT FT52 04 (PW24) Inclusive Play, Working with Disabled Children and Young People**

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| **Knowledge and Understanding for the whole Unit**  *To be competent in this Unit, you must know and understand the following:*  K1 How the Playwork Principles specifically relate to this Unit.  K2 How to explore and evaluate your own perception of disability.  K3 Current inclusion theories and practices.  K4 How the social model of disability underpins inclusive Playwork practice.  K5 How to identify good Inclusive Play practice.  K6 How to identify policy and codes of practice that can discriminate against disabled children and their families.  K7 Practices that prevent the participation of disabled children in freely chosen, self directed play.  K8 What constitutes inclusive guidance and policy making.  K9 The impact of other people’s attitudes towards disabled people.  K10 Relevant legislation and how it can help to overcome barriers to the inclusion of disabled children. |

**UNIT FT52 04 (PW24) Inclusive Play, Working with Disabled Children and Young People**

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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | | | |
| **No** | **Description of evidence** | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 |
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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

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**Internal verifier’s signature**  **Date**

**UNIT FT52 04 (PW24) Inclusive Play, Working with Disabled Children and Young People**

**Element 1 (PW24.1)** **Develop and implement inclusive play practice**

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| **Performance Criteria**  *To meet the national standard, you must:*   1. Carry out consultation with children, staff, parents/carers and others using appropriate communication formats to ensure disabled children’s views are taken into account. 2. Contribute to developing and reviewing inclusive polices, procedures and guidelines with staff, parents/carers and children. 3. Contribute to maintaining inclusive polices and guidelines with staff, parents/carers and children. 4. Contribute to implementing relevant legislation and government policy on inclusive practice. 5. Implement inclusive staff recruitment policies and procedures. 6. Implement inclusive admissions policies and procedures. 7. Monitor and evaluate your contribution in relation to disabled children’s rights within the setting. 8. Implement appropriate practice in relation to personal assistance and intimate care. |

**UNIT FT52 04 (PW24) Inclusive Play, Working with Disabled Children and Young People**

**Element 1 (PW24.1)** **Develop and implement inclusive play practice**

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|  |  | Performance Criteria | | | | | | | |
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**UNIT FT52 04 (PW24) Inclusive Play, Working with Disabled Children and Young People**

Element 2 (**PW24.2)** **Manage inclusive play**

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| **Performance Criteria**  *To meet the national standard, you must:*   1. Provide positive images of disabled children and adults in your setting. 2. Ensure that policies, procedures and guidelines reflect inclusive practice within a legislative framework. 3. Ensure resources and environmental access meet the needs of disabled children within a legislative framework. 4. Manage the service to offer both disabled and non disabled children with the same right to play. 5. Respond appropriately to the individual needs of individual children. 6. Support play around the interests and abilities of individual children. 7. Use a variety of appropriate methods to challenge discriminatory attitudes and behaviour with children, young people and adults. 8. Use appropriate language and terminology that supports the Social Model of Disability. 9. Enable staff to reflect on their inclusive practice and share good practice. 10. Access relevant resources including funding to support the inclusion of disabled children. 11. Support staff to create an environment where disabled and non disabled children can manage risk for themselves. |

**UNIT FT52 04 (PW24) Inclusive Play, Working with Disabled Children and Young People**

Element 2 **(PW24.2)** **Manage inclusive play**

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| Notes/Comments |

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**Internal verifier’s signature**  **Date**

**UNIT FT53 04 (PW39) Develop, Maintain and Sustain Adventure Playgrounds**

This Unit has the following Elements:

**Element 1 (PW**39**.1) Work with tools and materials to design, construct and maintain structures in adventure playgrounds**

Element 2 (PW39.2) **Support children and young people to create, develop and maintain ownership of adventure playgrounds**

Element 3 (PW39.3)Work with children, young people and the local neighbourhood to develop, maintain and sustain adventure playgrounds

**Unit Summary**

This Unit is about developing, maintaining and sustaining adventure playgrounds and supporting children and young people in the design and build process.

Target Group

This Unit is for staff working with children and young people to design, construct and maintain structures in the play environment.

Linked Units

This Unit link s closely with Units PW6, PW7, PW8, PW9 and PW10.

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

**UNIT FT53 04 (PW39) Develop, Maintain and Sustain Adventure Playgrounds**

**Keywords**

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| **What we mean by some of the words used in this Unit** | |
| **Adventure playgrounds** | A space dedicated solely to children’s play,where skilled playworkers enable and facilitatethe ownership, development and design of thatspace – physically, socially and culturally – by thechildren playing there.The indoor and outdoor area is enclosed by aboundary which signals that the space within isdedicated to children’s play and that activitiessuch as digging, making fires or building anddemolishing dens – activities not normallycondoned in other spaces where children play – are provided for and encouraged. |
| **Children and young people** | All children and young people with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics. |
| **Environmental audit** | Analysis, evaluation and recommendations for the design of play space. |
| **Feature** | Naturally occurring, enhanced or created attraction, such as excavations, pits or plantings |
| **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. |
| **Parents and carers** | **All** people with parental or caring responsibilities for children. Including primary and non-primary carers. This term should be taken to include all family members (including brothers and sisters) who may have caring responsibilities, wider family members, partners of parents and childminders or similar. |
| **Structure** | Building, construction or organised arrangement of parts/materials. |

**UNIT FT53 04 (PW39) Develop, Maintain and Sustain Adventure Playgrounds**

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| **Knowledge and Understanding for the whole Unit**  *To be competent in this Unit, you must know and understand the following:*   1. How the Playwork Principles specifically relate to this Unit. 2. The relevant statutory framework within which you work. 3. How to balance risk, benefit and safety in your work relating to this Unit. |

**UNIT FT53 04 (PW39) Develop, Maintain and Sustain Adventure Playgrounds**

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|  |  | Knowledge and Understanding for the whole Unit | | |
| **No** | **Description of evidence** | K1 | K2 | K3 |
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| Notes/Comments |

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**Candidate’s signature**  **Date**

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**UNIT FT53 04 (PW39) Develop, Maintain and Sustain Adventure Playgrounds**

**Element 1 (PW39.1)** **Work with tools and materials to design, construct and maintain structures in adventure playgrounds**

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| **Performance Criteria**  *To meet the national standard, you must:*   1. Conduct an environmental audit to assess the **potential use** of the playable space. 2. Develop and modify the space according to your play based observations and feedback from children and young people in the play environment. 3. Support children and young people in designing and building a structure within the playground. 4. Support children in the design and enhancement/or enhancement of a feature in the playground. 5. Acquire, select and use **resources** appropriate to the play environment and the needs, interests and requirements of children and young people. 6. Maintain and ensure safe storage of **resources** in line with resource requirements. 7. Inspect features and structures to ensure maintenance activities are carried out as required. 8. Contribute to the safe demolition of structures and features as appropriate to play needs.   Range  *You must cover:*   1. **potential use:**   (a) physical  (b) affective  **2 resources:**  (a) materials  (b) equipment  (c) tools  (d) Personal Protective Equipment | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. The factors that need to be considered in carrying out an effective environmental/play audit. 2. Different ways in which young people and children can be involved in the modification of the play space. 3. The type of contribution that it is appropriate for you to make with regards to designing, enhancing and/or building features and structures within the play area. 4. A range of building techniques appropriate for building and adapting features and structures. 5. A range of methods and strategies for obtaining resources appropriate to the adventure playground. 6. Methods for adapting and recycling resources to meet play needs. 7. Procedures for ascertaining the safety of resources before children and young people access them. 8. How to identify, select and use play resources appropriate to children and young people’s needs, interests and requirements. 9. How to store different types of resources and the organisational guidelines and play needs that need to be taken account of in choosing appropriate storage conditions. 10. How to ensure that features and structures are adequately monitored and maintained. 11. How to facilitate and make sure resources are effectively maintained. 12. How to ensure the safe demolition of different types of structures and features and how to gauge the contribution that you should make to the process 13. What safety equipment is required to ensure your personal safety and the safety of others. 14. How to ensure that building work is left ‘safe’ when unsupervised. 15. The design specifications that support the inclusive use of structures for all children and young people. |

**UNIT FT53 04 (PW39) Develop, Maintain and Sustain Adventure Playgrounds**

**Element 1 (PW39.1)** **Work with tools and materials to design, construct and maintain structures in adventure playgrounds**

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|  |  | Performance Criteria | | | | | | | | Range | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1a | 1b | 2a | 2b | 2c | 2d |
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|  |  | Knowledge and Understanding | | | | | | |
| **No** | **Description of evidence** | K4 | K5 | K6 | K7 | K8 | K9 | K10 |
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**UNIT FT53 04 (PW39) Develop, Maintain and Sustain Adventure Playgrounds**

**Element 1 (PW39.1)** **Work with tools and materials to design, construct and maintain structures in adventure playgrounds**

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|  |  | Knowledge and Understanding | | | | | | | |
| **No** | **Description of evidence** | K11 | K12 | K13 | K14 | K15 | K16 | K17 | K18 |
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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

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**Internal verifier’s signature**  **Date**

**UNIT FT53 04 (PW39) Develop, Maintain and Sustain Adventure Playgrounds**

Element 2 (PW39.2) **Support children and young people to create, develop and maintain ownership of adventure playgrounds**

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| **Performance Criteria**  *To meet the national standard, you must:*   1. Support children and young people in the ongoing process of building and adapting their play structures and features. 2. Respect and safeguard children and young people’s created play spaces. 3. Ensure a sufficient range of appropriate resources for children and young people to use. 4. Enable a play-centred approach in providing children and young people access to resources. 5. Work sensitively and adjust work approach accordingly to increase children and young people’s independent use of resources. 6. support children and young people in the maintenance and storage of resources. 7. Undertake dynamic risk/benefit assessment of children and young people using resources. 8. Support children and young people to develop their understanding of the basic principles of structural integrity and maintenance.   Range  *You must cover:*  1 **Resources**  (a) materials  (b) equipment  (c) tools  (d) Personal Protective Equipment | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. Basic principles of structural integrity. 2. How to identify weaknesses in materials that may not be evident to children and young people (shakes, knots). 3. How to identify the correct use of wood to make best use of its strength. 4. How to develop an inspection and maintenance regime. 5. How to develop a scheme of works from your inspection records to sustain the play environment in a fit for purpose state. 6. How to use a range of fixings (nails, screws, stud bar washers and bolts, rope) 7. How to safely use a range of basic tools and building equipment relevant to design and construction. 8. The benefits of self build opportunities for children and young people. 9. Where to access expert advice and statistics (ROSPA,HSE,PSF,CAPT,etc) 10. The type of support that should be given to people and young people in building and adapting play structures and features. 11. Different ways in which you can assist in safeguarding outdoor play spaces, structures and features created by children and young people. 12. The range and scope of resources that needs to be acquired in order to make sure that there is sufficient resources for **all** children and young people to use. 13. ‘Play-centred’ approaches appropriate to allowing children and young people access to resources. 14. Why it is important to increase children and young people’s independent use of resources and different ways of adjusting work approach to encourage this. 15. The factors which are important in carrying out effective dynamic risk/benefit assessment of children and young people involved in designing and building structures. 16. Suitable methods for supporting dug-in structures. |

**UNIT FT53 04 (PW39) Develop, Maintain and Sustain Adventure Playgrounds**

Element 2 (PW39.2) **Support children and young people to create, develop and maintain ownership of adventure playgrounds**

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|  |  | Performance Criteria | | | | | | | | | Range | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1a | | 1b | 1c | 1d |
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|  |  | Knowledge and Understanding | | | | | | | |
| **No** | **Description of evidence** | K19 | K20 | K21 | K22 | K23 | K24 | K25 | K26 |
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**UNIT FT53 04 (PW39) Develop, Maintain and Sustain Adventure Playgrounds**

Element 2 (PW39.2) **Support children and young people to create, develop and maintain ownership of adventure playgrounds**

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|  |  | Knowledge and Understanding | | | | | | | |
| **No** | **Description of evidence** | K27 | K28 | K29 | K30 | K31 | K32 | K33 | K34 |
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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT53 04 (PW39) Develop, Maintain and Sustain Adventure Playgrounds**

Element 2 (PW39.3) **Work with children, young people and the local neighbourhood to develop, maintain and sustain adventure playgrounds**

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| **Performance Criteria**  *To meet the national standard, you must:*   1. Assess the socioeconomic and cultural diversity of the local neighbourhood and use this to inform your practise. 2. Manage issues involved in children and young people arriving and leaving the playground within the limitations of your role. 3. Take appropriate action to effectively contribute to the management of safety and security at night. 4. Identify and manage ownership and territoriality issues with due regard to safety. 5. Build positive relationships with local neighbours and residents. 6. Raise local awareness of the playground’s aims and of children and young people’s right to play. 7. Contribute to building a sense of local ownership and support of the playground. | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. The possible moods and dynamics of individuals and groups of children and young people when they are entering, leaving and whilst on site and how to respond to these. 2. Why ongoing consideration is important in the management of:    1. Issues related to children and young people arriving and leaving the playground    2. Safety and security at night    3. Ownership and territoriality 3. The types of actions that can be taken to contribute to the management of safety and security at night. 4. Effective methods for working with the local neighbourhood to foster local ownership of the playground, including work with: children, young people, local organisations and any relevant local organisations and agencies. 5. How to research and adapt your practice according to the socioeconomic and cultural diversity within the neighbourhood and why this is important. 6. How to identify and gain access to relevant individuals in the local neighbourhood for purposes that support the adventure playground. |

**UNIT FT53 04 (PW39) Develop, Maintain and Sustain Adventure Playgrounds**

Element 2 (PW39.3) **Work with children, young people and the local neighbourhood to develop, maintain and sustain adventure playgrounds**

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|  |  | Performance Criteria | | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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|  |  | Knowledge and Understanding | | | | | |
| **No** | **Description of evidence** | K35 | K36 | K37 | K38 | K39 | K40 |
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**UNIT FT53 04 (PW39) Develop, Maintain and Sustain Adventure Playgrounds**

Element 2 (PW39.3) **Work with children, young people and the local neighbourhood to develop, maintain and sustain adventure playgrounds**

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT54 04 (PW40) Manage the Facilitation of Open Access Play Opportunities in Public Places**

This Unit has the following Elements:

**Element 1 (PW**40**.1) Identify and promote outdoor public spaces for supporting play**

**Element 2 (PW40.2)** Make preparations for planning and supporting play

**Unit Summary**

This Unit is about managing the facilitation of open access play opportunities in parks and public open spaces. It involves identifying outdoor public spaces within which to work, as well as promoting, planning, delivering and monitoring provision to develop effective services.

Target Group

This Unit is for staff working with children, young people and the local community to support open access, inclusive outdoor play opportunities in public spaces, eg play rangers, detached playworkers.

Linked Units

This Unit links closely with Units B226, PW11, PW14, PW6, PW7, PW8, PW9, PW10

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

**UNIT FT54 04 (PW40) Manage the Facilitation of Open Access Play Opportunities in Public Places**

**Keywords**

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| **What we mean by some of the words used in this Unit** | |
| **Children and young people** | All children and young people with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics. |
| **Play opportunities** | Opportunities for children and young people to engage in self-directed, freely chosen play. |
| **Public spaces** | Open, outdoor environments where children and young people can play such as: parks, playing fields, woodland areas and streets. |
| **Parents and carers** | All people with parental or caring responsibilities for children. Including primary and non-primary carers. This term should be taken to include all family members (including brothers and sisters) who may have caring responsibilities, wider family members, partners of parents and childminders or similar. |
| **Fascination trap** | An area, object or concept that captures the interest and imagination of children and young people and draws them into play. |

**UNIT FT54 04 (PW40) Manage the Facilitation of Open Access Play Opportunities in Public Places**

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| **Knowledge and Understanding for the whole Unit**  *To be competent in this Unit, you must know and understand the following:*   1. How the Playwork Principles specifically relate to this Unit. |

**UNIT FT54 04 (PW40) Manage the Facilitation of Open Access Play Opportunities in Public Places**

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|  |  | Knowledge and Understanding for the whole Unit |
| **No** | **Description of evidence** | K1 |
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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT54 04 (PW40) Manage the Facilitation of Open Access Play Opportunities in Public Places**

**Element 1 (PW40.1)** **Identify and promote outdoor public spaces for supporting play**

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| **Performance Criteria**  *To meet the national standard, you must:*   1. Identify the overall aims and goals of the provision. 2. Obtain relevant, accurate and current data on the community/area within which the provision is to be located. 3. Consult with community groups, local communities, children and young people and organisations to identify the areas where provision would be best located. 4. Communicate the purpose, values and methods of your area of work. 5. Present information in a language and style which is appropriate to the people involved. 6. Obtain feedback from people about the impact of the initiatives. 7. Use collected information and feedback to choose and promote the outdoor spaces suitable for open access play. | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. The overall aims and goals of the provision and why these are important. 2. The type of data which should be collected on the community/area within which the provision is to be located, including data on levels and types of anti-social behaviour. 3. Where and how to obtain data on the community /area within which the provision is to be located how to identify children and young people, relevant community groups, local communities and organisations for consultation. 4. Methods for consulting with children and young people, community groups and organisations. 5. Why it is important to promote children’s right to play in public open spaces. 6. Types of opportunities which you could use to promote your work and how to use suitable ones. 7. How to convey the benefits of open access play opportunities and how to adjust your communication according to the different types of audiences you may have to communicate with. 8. Why it is important to obtain feedback from children and young people, community groups and organisations and what to do with such feedback. 9. How to use data, information and feedback to select outdoor spaces for open access play and establish baselines for evaluation. |

**UNIT FT54 04 (PW40) Manage the Facilitation of Open Access Play Opportunities in Public Places**

**Element 1 (PW40.1)** **Identify and promote outdoor public spaces for supporting play**

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|  |  | Performance Criteria | | | | | | |
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|  |  | Knowledge and Understanding | | | | | | | | |
| **No** | **Description of evidence** | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 |
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**UNIT FT54 04 (PW40) Manage the Facilitation of Open Access Play Opportunities in Public Places**

**Element 1 (PW40.1)** **Identify and promote outdoor public spaces for supporting play**

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT54 04 (PW40) Manage the Facilitation of Open Access Play Opportunities in Public Places**

Element 2 (PW40.2) **Make preparations for planning and supporting play**

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| **Performance Criteria**  *To meet the national standard, you must:*   1. Identify the preparations that need to be made before going into the play space. 2. Develop a plan which meets the needs of children in an open access context and covers the full range of preparation. 3. Consult on and promote the service to: children, young people and relevant community groups and organisations. 4. Support self directed play in a public space taking account of health and safety needs of children, young people, staff and helpers. 5. Follow the correct procedures for responding to incidents where play opportunities are happening in public open spaces. 6. Develop and implement plans to monitor and evaluate how well the facilitation of play in a public open space is working. 7. Manage the process of staff team moving on from one public space to another. | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. The types of preparations that need to be made before going into a play space. 2. How to develop a plan that covers the full range of preparations that need to be made including: 3. specific play opportunities 4. site visits to map affordances and play value, fascination traps , play attractors 5. risk/benefit analysis and assessment 6. health safety and security procedures 7. equipment and resources, including the additional ones needed to support open access play 8. photo identification 9. appropriate protective clothing 10. transport 11. cleaning of the play space after sessions 12. How to support self directed play in a public space taking into consideration: 13. open access and fluctuating numbers 14. varied age range 15. parents and carers 16. public 17. The range of hazards that may occur when children play in a public space. 18. How to conduct dynamic risk/benefit assessment 19. The importance of ensuring the safety and welfare of children and young people in a public space and how to do so. 20. The types of behaviour that should be discouraged in the play environment and how to do so within the limits of your job role. 21. Awareness of personal safety issues for members of staff and volunteers and how to maintain their safety 22. The procedures for responding to incidents in public space. 23. How to encourage children to use the open space on a regular basis including: consistency of staffing and consultation with young people. 24. How to monitor and evaluate the effect of the provision on the use of the play space. 25. How to collect information on the type and frequency of use of the play space. 26. The importance of accountability for the play provision. 27. Different ways for finding out about the type of play opportunities that are needed, barriers to play and strategies for overcoming them. 28. How to manage the process of staff moving on from one public space to another. 29. How to work with local communities to secure greater ownership of public spaces and child-friendly communities. 30. How to identify people, organisations and methods which will sustain play opportunities in child-friendly communities for the longer term. |

**UNIT FT54 04 (PW40) Manage the Facilitation of Open Access Play Opportunities in Public Places**

Element 2 (PW40.2) **Make preparations for planning and supporting play**

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|  |  | Performance Criteria | | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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|  |  | Knowledge and Understanding | | | | | | | |
| **No** | **Description of evidence** | K11 | K12 | K13 | K14 | K15 | K16 | K17 | K18 |
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**UNIT FT54 04 (PW40) Manage the Facilitation of Open Access Play Opportunities in Public Places**

Element 2 (PW40.2) **Make preparations for planning and supporting play**

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|  |  | Knowledge and Understanding | | | | | | | | |
| **No** | **Description of evidence** | K19 | K20 | K21 | K22 | K23 | K24 | K25 | K26 | K27 |
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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT55 04 (PW41) Carry Out Playwork with Young Children   
(pre-school)**

This Unit has the following Elements:

**Element 1 (PW41.1) Support the wellbeing of young children in the play environment**

Element 2 (PW41.2)Support the play process

**Unit Summary**

This Unit is suitable for playworkers who undertake playwork with pre-school children. It is suitable for playworkers who work exclusively with young children and for playworkers whose work with young children is part of a wider provision for older children and young people.

Target Group

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

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

**UNIT FT55 04 (PW41) Carry Out Playwork with Young Children   
(pre-school)**

**Keywords**

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| **What we mean by some of the words used in this Unit** | |
| **Young children** | All children with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics. |
| **Inclusion** | Ensuring that play provision is open and accessible to all and takes positive action in removing barriers so that all children and young people, including the disabled and those from other minority groups, can participate. |
| **Observation** | The purpose of observation in a play environment is to observe children’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. |
| **Organisation’s policies and procedures** | What your organisation says its staff should and should not do in certain situations. |
| **Play opportunities** | Opportunities children and young people to engage in self-directed, freely chosen play. |
| **Play setting** | Anywhere where children and young people play, for example, a pre-school play setting. |
| **Parents and carers** | **All** people with parental or caring responsibilities for pre-school children. This term should be taken to include all family members (including brothers and sisters) who may have caring responsibilities, wider family members, partners of parents and childminders or similar. |
| **Schema** | A mental model of the self or aspects of the environment that helps young children understand themselves and the world around they live in. |

**UNIT FT55 04 (PW41) Carry Out Playwork with Young Children   
(pre-school)**

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| **Knowledge and Understanding for the whole Unit**  *To be competent in this Unit, you must know and understand the following:*   1. How the Playwork Principles specifically relate to this Unit. 2. A range of settings where pre-shool children may take part in play and the key differences between these. 3. Regulatory requirements that are specific to working with young children. 4. The range of ways in which young children, communicate. 5. Theories of play and playwork that are relevant to working with young children and the implication of these for working with young children. 6. What schemas are, the importance of exploring them and how to recognise them. 7. How self directed play helps young children understand themselves and the world around them. 8. What adulteration of play is, how to avoid it, and why this avoidance is important. 9. When adult intervention will impact negatively on young children’s play, and how to avoid this. 10. When observations of young children could be recorded and why the recording of this information may be useful. 11. The range of information you may need to provide to parents, carers or other professionals in relation to the young children you are working with, and the reasons for doing this. 12. The needs of young children, including; physical needs, nourishment and hunger needs, emotional needs, play needs and development needs. 13. The types of support other playworkers with limited experience of work with young children may require when undertaking playwork with children in this age group. 14. The types of support non-playworker colleagues may need in applying playwork approaches to working with young children, and how to provide such support. 15. The concept of ‘loose parts’ and how loose parts are used. 16. How to carry out a risk/benefit analysis for young children’s play. |

**UNIT FT55 04 (PW41) Carry Out Playwork with Young Children   
(pre-school)**

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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | |
| **No** | **Description of evidence** | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 |
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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | |
| **No** | **Description of evidence** | K9 | K10 | K11 | K12 | K13 | K14 | K15 | K16 |
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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT55 04 (PW41) Carry Out Playwork with Young Children   
(pre-school)**

**Element 1 (PW41.1)** **Support the wellbeing of young children in the play environment**

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| **Performance Criteria**  *To meet the national standard, you must:*   1. Balance the need to meet young children’s care needs with the primary focus of freely chosen play. 2. Communicate the purpose of the setting and play environment to young children in ways that are appropriate to the process of their individual development. 3. Communicate the purpose of the play space to parents and carers, highlighting the benefits of freely chosen play. 4. Identify behavior patterns, routines and individual needs of young children that can be used to inform practice. 5. Agree, implement and keep records of appropriate routines and procedures. 6. Form appropriate attachments with young children. 7. Provide food, and drink for children appropriate to their needs. 8. Provide information, in line with confidentiality agreements, to parents, carers and other agencies or professionals.   9 Discuss young children’s transitions with their parents and carers. |  |

**UNIT FT55 04 (PW41) Carry Out Playwork with Young Children   
(pre-school)**

**Element 1 (PW41.1)** **Support the wellbeing of young children in the play environment**

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|  |  | Performance Criteria | | | | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

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**UNIT FT55 04 (PW41) Carry Out Playwork with Young Children   
(pre-school)**

**Element 2 (**PW41.2) **S**upport the play process

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| **Performance Criteria**  *To meet the national standard, you must:*   1. Enable young children to follow their own instincts in their play. 2. Provide a range of loose parts suitable for young children to play with. 3. Support young children to contribute to creating, developing and changing the play environment. 4. Support young children to make choices about the direction and content of their own play. 5. Observe young children at play. 6. Respond to young children’s play cues. 7. Support young children to develop and explore their schemas through appropriate interventions and supply of resources. 8. Help to maintain the play frames of young children. 9. Bring play to an end in a way that supports the needs of young children. |  |

**UNIT FT55 04 (PW41) Carry Out Playwork with Young Children   
(pre-school)**

Element 2 **(PW41.2)** **Support the play process**

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|  |  | Performance Criteria | | | | | | | | |
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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

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**Internal verifier’s signature**  **Date**

**UNIT FT56 04 (B226) Promote Your Organisation in the Community**

This Unit has the following Elements:

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

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

**Unit Summary**

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

Target Group

The Unit is for you if you work in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play and you are regularly involved in promoting your organisation and working closely with others in the community.

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

**Keywords**

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

**UNIT FT56 04 (B226) Promote Your Organisation in the Community**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Identify opportunities to promote your area of work and organisation to **people** in the local community.  2 Communicate the purpose, values and methods of your area of work.  3 Communicate **information** about your own and other organisations which provide similar opportunities.  4 Emphasise the benefits of your work for the wider community.  5 Obtain feedback from **people** about the impact of initiatives.  6 Present **information** in a language and style which is appropriate to the **people** involved.  7 Promote your area of work in a way which is consistent with organisational policies and practices.  Range  *From your work you must show that you have promoted opportunities and benefits to the following types of:*  1 **People**  (a) children and young people  (b) parents and carers  (c) organisations  (d) workers in other disciplines  (e) individuals in the community  (f) children and young people who experience barriers to access  *providing the following types of:*  2 **Information**  (a) spoken  (b) written  (c) using visual images | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. How the Playwork Principles specifically relate to this Unit. 2. Why it is important to promote your own area of work and its values, purpose and methods widely. 3. The importance of reaching sections of the community that traditionally experience barriers to inclusion, including disabled children. 4. The types of opportunities which you could use to promote your work and own organisation and how to identify suitable ones. 5. Presentation skills, and how to tailor presentations to the needs of different types of audiences. 6. How to promote your area of work in a way that addresses other people’s preconceptions and views. 7. The benefits of your work to the community and how to emphasise these. 8. Why it is important to obtain feedback from people in the community about initiatives and what to do with such feedback. 9. Types and language and styles of presentation appropriate to the types of people listed in the range. 10. Organisational policies and practices which need to be kept in mind when promoting playwork, including those for inclusion. |

**UNIT FT56 04 (B226) Promote Your Organisation in the Community**

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

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|  |  | Performance Criteria | | | | | | | Range | | | | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1a | 1b | 1c | 1d | 1e | 1f | 2a | 2b | 2c |
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|  |  | Knowledge and Understanding | | | | | | | | | |
| **No** | **Description of evidence** | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 |
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**UNIT FT56 04 (B226) Promote Your Organisation in the Community**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT56 04 (B226) Promote Your Organisation in the Community**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Identify other **organisations** and **individuals** with whom you could work productively.  2 Establish contact with these **organisations** and **individuals**.  3 Deal with approaches from other **organisations** and **individuals** positively and co-operatively.  4 Explore with other **organisations** and **individuals** the possible benefits of future links.  5 Agree with them how you will maintain contact and exchange information in the future.  6 Exchange relevant information with the other **organisations** and **individuals** as and when it is of benefit to those involved.  Range  *From your work you must show that you have maintained links with the following types of:*  1 **Organisations**  (a) organisations in the same area of work  (b) organisations in different areas of work  *and the following:*  2 **Individuals**  (a) workers in the same area of work  (b) workers from other areas of work | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*  K11 Why networking is important.  K12 The range of organisations and individuals with whom you could develop working relationships consistent with their job role.  K13 The mutual benefits which could come about from joint work with these organisations and individuals.  K14 How to identify and approach suitable organisations and individuals.  K15 How to explore the possible advantages of joint working and maintain contact.  K16 How to establish and maintain effective working relationships with other organisations and individuals.  K17 The importance of responding positively and co-operatively to other organisations and individuals. |

**UNIT FT56 04 (B226) Promote Your Organisation in the Community**

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

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|  |  | Performance Criteria | | | | | | Range | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 1a | 1b | 2a | 2b |
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|  |  | Knowledge and Understanding | | | | | | |
| **No** | **Description of evidence** | K11 | K12 | K13 | K14 | K15 | K16 | K17 |
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**UNIT FT56 04 (B226) Promote Your Organisation in the Community**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

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**UNIT FT57 04 (B227) Contribute to Evaluating, Developing and Promoting Services**

This Unit has the following Elements:

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

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

**Element 3 (B227.3)** **Contribute to promoting services**

**Unit Summary**

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

Target Group

The Unit is for you if you have some responsibility for developing the services you provide, where your main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

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

**Keywords**

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

**UNIT FT57 04 (B227) Contribute to Evaluating, Developing and Promoting Services**

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| **Knowledge and Understanding for the whole Unit**  *To be competent in this Unit, you must know and understand the following:*   1. How the Playwork Principles specifically relate to this Unit. 2. The importance of trying to continuously improve service provision. |

**UNIT FT57 04 (B227) Contribute to Evaluating, Developing and Promoting Services**

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|  |  | Knowledge and Understanding for the whole Unit | |
| **No** | **Description of evidence** | K1 | K2 |
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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

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**Internal verifier’s signature**  **Date**

**UNIT FT57 04 (B227) Contribute to Evaluating, Developing and Promoting Services**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Choose realistic **methods** for evaluating service provision.  2 Discuss and agree these **methods** with the responsible member of staff.  3 Develop and agree the detail of the evaluation **methods**.  4 Collect, record, analyse and store information using your evaluation **methods**.  5 Report the evaluation results to the relevant colleague.  6 Recommend and agree changes to be made as a result of your evaluation.  Range  *From your work you must show that you have used the following:*  1 **Evaluation methods**  (a) quantitative  (b) qualitative | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. The available resources and relevant organisational policies. 2. The responsible member of staff to discuss and agree the evaluation methods and criteria with. 3. How to develop evaluation methods and identify appropriate criteria. 4. The importance of implementing methods in line with the agreed strategy. 5. How to collate, analyse and report on evaluations. |

**UNIT FT57 04 (B227) Contribute to Evaluating, Developing and Promoting Services**

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

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|  |  | Performance Criteria | | | | | | Range | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 1a | 1b |
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|  |  | Knowledge and Understanding | | | | |
| **No** | **Description of evidence** | K3 | K4 | K5 | K6 | K7 |
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**UNIT FT57 04 (B227) Contribute to Evaluating, Developing and Promoting Services**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT57 04 (B227) Contribute to Evaluating, Developing and Promoting Services**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Consult on possible improvements to **services** with the relevant colleagues in your organisation.  2 Get their approval to try out your improvements.  3 Develop a specification and plan for the **services**, working with the **appropriate individuals**.  4 Test the desirability of the **services** with representative groups and individuals and get their feedback to adjust plans.  5 Agree a full implementation plan with the responsible colleague.  Range  *From your work you must show that you have developed and improved the following types of:*  1 **Services**  (a) existing services  (b) new services  *working with the following:*  2 **Appropriate individuals**  (a) current users of your services  (b) potential new users of your services  (c) users who experience barriers to access  (d) colleagues | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. The available resources, researched needs and relevant organisational policies and legal requirements. 2. The organisational procedures for suggesting improvements to services. 3. What consultations may need to be undertaken. 4. Other people to involve in the development of services. 5. Representative groups and individuals to be involved in the testing of services. 6. How to develop suggestions for services based on research which has been undertaken. 7. How to make such suggestions in a clear and logical manner. 8. How to undertake necessary consultations and the importance of doing so. 9. How to develop specifications and plans for services. 10. How to test services and the importance of doing so. |

**UNIT FT57 04 (B227) Contribute to Evaluating, Developing and Promoting Services**

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

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|  |  | Performance Criteria | | | | | Range | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 1a | 1b | 2a | 2b | 2c | 2d |
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|  |  | Knowledge and Understanding | | | | | | | | | |
| **No** | **Description of evidence** | K8 | K9 | K10 | K11 | K12 | K13 | K14 | K15 | K16 | K17 |
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**UNIT FT57 04 (B227) Contribute to Evaluating, Developing and Promoting Services**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT57 04 (B227) Contribute to Evaluating, Developing and Promoting Services**

**Element 3 (B227.3)** **Contribute to promoting services**

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Make suggestions for **promotional methods** which are consistent with the agreed target groups, available resources and legal requirements.  2 Discuss and agree these methods with the responsible colleague.  3 Develop promotional materials and methods and agree the final details with the responsible colleague.  4 Implement the **promotional methods** in line with agreements.  Range  *From your work you must show that you have used the following types of:*  1 **Promotional methods**  (a) leaflet distribution  (b) media features  (c) visits  (d) events  (e) incentive schemes | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. The available resources and relevant organisational policies and legal requirements, including those covering Disability and Equal Opportunities. 2. The responsible member of staff to discuss and agree the promotional strategy with. 3. How to develop promotional methods for new services. 4. How to take account of the needs of different communities when developing promotional materials 5. How to develop materials appropriate to these methods.   K23 The importance of implementing methods and materials in line with the agreed strategy. |

**UNIT FT57 04 (B227) Contribute to Evaluating, Developing and Promoting Services**

**Element 3 (B227.3)** **Contribute to promoting services**

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|  |  | Performance Criteria | | | | Range | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 1a | 1b | 1c | 1d | 1e |
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|  |  | Knowledge and Understanding | | | | | |
| **No** | **Description of evidence** | K18 | K19 | K20 | K21 | K22 | K23 |
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**UNIT FT57 04 (B227) Contribute to Evaluating, Developing and Promoting Services**

**Element 3 (B227.3)** **Contribute to promoting services**

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT58 04 (B228) Organise and Supervise Travel**

This Unit has the following Elements:

**Element 1 (B228.1) Make travel arrangements**

E**lement 2 (B228.2)** **Supervise travel**

**Unit Summary**

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

Target Group

This Unit is for you if you work in a setting where your main purpose is to provide children and young people with opportunities for freely chosen, self-directed play and you organise travel involving children and young people with adult involvement.

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

**Keywords**

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| **What we mean by some of the words 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. |
| **Contingencies** | Things which may go wrong, for example bad weather, accidents, failure of staff to attend as requested etc. |
| **Disabled children/people** | Children/people with impairments who experience barriers to accessing main stream child care and play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex needs which may be permanent or temporary. |
| **Self-powered** | For example, on foot or by bicycle or canoe. |

**UNIT FT58 04 (B228) Organise and Supervise Travel**

**Element 1 (B228.1)** **Make travel arrangements**

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Plan **travel arrangements** that are appropriate to the requirements of the **journey** and needs of the **participants**.  2 Plan **travel arrangements** that balance efficiency, cost-effectiveness, comfort and concern for the environment.  3 Plan for likely contingencies.  4 Plan **travel arrangements** that are safe and take account of the likely conditions during the **journey**.  5 Provide the **participants** and members of staff involved with clear, correct and up-to-date information about the travel arrangements in good time.  6 Ensure that the **participants** and staff are fully prepared for the **journey**.  7 Follow all the relevant organisational and legal requirements for the **journey**.  Range  *From your work you must show that you have made the following****:***  1 **Travel arrangements**  (a) method of transport  (b) route  (c) departure and arrival times  (d) stages in the journey  (e) food and drink  (f) comfort and hygiene  (g) overnight accommodation  (h) supervision and support  (i) transport of equipment and belongings  *for the following:*  2 **Journeys**  (a) self-powered  (b) in an organisation/hired vehicle  (c) public transport | Range (cont)  *and the following:*  3 **Participants**  (a) adults  (b) children and young people  (c) people with specific needs for travel  **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. How the Playwork Principles specifically relate to this Unit. 2. The major factors to bear in mind when organising travel, especially those to do with the safety and security of participants. 3. Resources and arrangements that may be necessary for disabled people. 4. Travel arrangements which are appropriate to the range of participants, the range of journeys and the types of programme in which the candidate is involved. 5. The importance of ensuring travel arrangements take account of likely conditions and how likely conditions may affect the types of arrangements. 6. The importance of providing participants and other staff with up-to-date and accurate information about travel arrangements in good time: what can go wrong if this is not done. 7. The preparations which both participants and members of staff would have to make for the range of journeys. 8. What kinds of contingencies might occur in the range of journeys and arrangements listed and what plans to make to take account of these. 9. The organisational and legal requirements which govern organising travel for participants. |

**UNIT FT58 04 (B228) Organise and Supervise Travel**

**Element 1 (B228.1)** **Make travel arrangements**

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|  |  | Performance Criteria | | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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| **No** | **Description of evidence** | 1a | 1b | 1c | 1d | 1e | 1f | 1g | 1h | 1i | 2a | 2b | 2c | 3a | 3b | 3c |
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**UNIT FT58 04 (B228) Organise and Supervise Travel**

**Element 1 (B228.1)** **Make travel arrangements**

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|  |  | Knowledge and Understanding | | | | | | | | |
| **No** | **Description of evidence** | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 |
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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FT58 04 (B228) Organise and Supervise Travel**

Element 2 (B228.2) Supervise travel

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Take reasonable action to ensure the timely departure and arrival of the **participants**.  2 Maintain the safety of the **participants** during the **journey**.  3 Ensure that equipment, belongings and any travel documents are safe and secure during the **journey**.  4 Supervise the handling of equipment and belongings to avoid injury and damage.  5 Take reasonable action to ensure that vehicles and attachments under your control, and control of these vehicles, conform to organisational and legal requirements.  6 Deal with any difficulties during the **journey** in a way which maintains the safety, security, comfort and goodwill of the **participants**.  7 Keep required records accurate and up-to-date.  Range  *From your work you must show that you have supervised the following:*  1 **Journeys**  (a) self-powered  (b) in a organisation/hired vehicle  (c) public transport  *and the following:*  2 **Participants**  (a) adults  (b) children and young people  (c) people with specific needs for travel | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. What steps to take to ensure the safe and timely departure and arrival of participants. 2. The importance of ensuring the safety and welfare of participants during the journey and how to do so. 3. Types of behaviour to discourage during the types of journeys listed and how to do so with the range of participants listed. 4. How to maintain the safety and security of equipment, belongings and travel documents during the types of journeys listed. 5. Safe handling and storage techniques. 6. Organisational and legal requirements for the condition and control of vehicles. 7. Types of difficulties which might arise during the journey and how to deal with these. 8. Guidelines and good practice concerning the parking of vehicles. 9. Records which need to be kept and the importance of doing so. |

**UNIT FT58 04 (B228) Organise and Supervise Travel**

Element 2 (B228.2) Supervise travel

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| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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|  |  | Range | | | | | |
| **No** | **Description of evidence** | 1a | 1b | 1c | 2a | 2b | 2c |
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**UNIT FT58 04 (B228) Organise and Supervise Travel**

Element 2 (B228.2) Supervise travel

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|  |  | Knowledge and Understanding | | | | | | | | |
| **No** | **Description of evidence** | K10 | K11 | K12 | K13 | K14 | K15 | K16 | K17 | K18 |
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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT DR5F 04 (A27) Manage a Budget**

This Unit has the following Element:

**Element 1 (A27.1) Manage a budget**

**Unit Summary**

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

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

**Target Group**

The Unit is recommended for first line managers.

**Skills**

Listed below are the main generic ‘skills’ that need to be applied in managing projects. These skills are explicit/implicit in the detailed content of the Unit and are listed here as additional information.

* Acting assertively
* Communicating
* Consulting
* Contingency-planning
* Decision-making
* Evaluating
* Information Management
* Learning
* Monitoring
* Negotiating
* Presenting information
* Problem solving
* Reporting

**UNIT DR5F 04 (A27) Manage a Budget**

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| **Knowledge and Understanding for the whole Unit**  *You must know and understand the following:*  **General Knowledge and Understanding**  K1 The purposes of budgetary systems.  K2 Where to get and how to evaluate the available information in order to be able to prepare a realistic budget.  K3 The importance of spending time on and consulting with others in preparing a budget.  K4 How to discuss, negotiate and confirm a budget with people who control the finance and the key factors that should be covered.  K5 How to use a budget to actively monitor and control performance for a defined area or activity of work.  K6 The main causes of variances and how to identify them.  K7 What different types of corrective action which could be taken to address identified variances.  K8 How unforeseen developments can affect a budget and how to deal with them.  K9 The importance of agreeing revisions to the budget and communicating the changes.  K10 The importance of providing regular information on performance against the budget to other people.  K11 Types of fraudulent activities and how to identify them.  K12 The importance of using the implementation of the budget to identify information and lessons for the preparation of future budgets.  **Industry/sector specific knowledge and understanding**  K13 Factors, processes and trends that are likely to affect the setting of budgets in your industry/sector.  **Context specific knowledge and understanding**  K14 The area or activity for which the budget is for.  K15 The vision, objectives and operational plans for your area of responsibility.  K16 The budgeting period(s) used in your organisation.  K17 Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets.  K18 The agreed budget, how it can be used and how much it can be changed without approval.  K19 The limits of your authority.  K20 Who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format.  K21 What to do and who to contact if you suspect fraud has been committed. |

**UNIT DR5F 04 (A27) Manage a Budget**

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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | | | | |
| **No** | **Description of evidence** | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 | K11 |
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| **No** | **Description of evidence** | K12 | K13 | K14 | K15 | K16 | K17 | K18 | K19 | K20 | K21 |
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**UNIT DR5F 04 (A27) Manage a Budget**

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

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**UNIT DR5F 04 (A27) Manage a Budget**

**Element 1 (A27.1)** **Manage a budget**

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| **Performance Criteria**  *You must be able to do the following:*  1 Evaluate available information and consult with others to prepare a realistic budget for the respective area or activity of work.  2 Submit the proposed budget to the relevant people in the organisation for approval and to assist the overall financial planning process.  3 Discuss and, if appropriate, negotiate the proposed budget with the relevant people in the organisation and agree the final budget.  4 Use the agreed budget to actively monitor and control performance for the respective area or activity of work.  5 Identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from the relevant people if required.  6 Propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people in the organisation.  7 Provide ongoing information on performance against the budget to relevant people in your organisation.  8 Advise the relevant people as soon as possible if you have identified evidence of potentially fraudulent activities.  9 Gather information from implementation of the budget to assist in the preparation of future budgets. | **Behaviours**  *You must consistently demonstrate that:*   1. You present information clearly, concisely, accurately and in ways that promote understanding. 2. You act within the limits of your authority. 3. You show integrity, fairness and consistency in decision-making. 4. You say no to unreasonable requests. 5. You use communication styles that are appropriate to different people and situations. 6. You take and implement difficult and/or unpopular decisions, if necessary. 7. You respond quickly to crises and problems with a proposed course of action. |

**UNIT DR5F 04 (A27) Manage a Budget**

**Element 1 (A27.1)** **Manage a budget**

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|  |  | Performance Criteria | | | | | | | | |
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|  |  | Behaviours | | | | | | |
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**UNIT DR5F 04 (A27) Manage a Budget**

**Element 1 (A27.1)** **Manage a budget**

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FM4Y 04 (A319) Recruit, Select and Keep Colleagues**

This Unit has the following Element:

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

**Unit Summary**

This Unit is mainly about recruiting and selecting people to undertake identified activities or work roles within your area of responsibility. It involves taking a fair and objective approach to recruitment and selection to ensure that individuals with the required skills, knowledge and understanding, and who are likely to perform effectively, are appointed. As recruitment and selection can be expensive and time-consuming activities, the Unit also involves taking action to understand why colleagues are leaving and taking action to keep colleagues. Whilst you would be expected to draw on the expertise of personnel specialists, you are not expected to be a personnel specialist yourself. For the purposes of this Unit, ‘colleagues’ means those people for whom you have line management responsibility.

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

**Target Group**

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

**Skills**

Listed below are the main generic ‘skills’ that need to be applied in managing projects. These skills are explicit/implicit in the detailed content of the Unit and are listed here as additional information.

* Communicating
* Consulting
* Decision-making
* Information Management
* Interviewing
* Negotiating
* Obtaining feedback
* Planning
* Problem-solving
* Reviewing
* Team-building
* Valuing and supporting others

**UNIT FM4Y 04 (A319) Recruit, Select and Keep Colleagues**

**Knowledge and Understanding for the whole Unit**

*You must know and understand:*

**General Knowledge and Understanding**

K1 Why it is important to identify and understand why colleagues are leaving and how to do so constructively and sensitively.

K2 The types of reasons colleagues might give for leaving.

K3 How to measure staff turnover.

K4 The causes and effects of high and low staff turnover.

K5 Measures which can be undertaken to address staff turnover problems.

K6 How to review the workload in your area in order to identify shortfalls in the number of colleagues and/or the pool of skills, knowledge, understanding and experience.

K7 How to identify actual skills and avoid stereotyping with regard to skills levels and work ethics.

K8 Different options for addressing identified shortfalls and their associated advantages and disadvantages.

K9 What job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them.

K10 Different stages in the recruitment and selection process and why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved.

K11 Different recruitment and selection methods and their associated advantages and disadvantages.

K12 Why it is important to give fair, clear and accurate information on vacancies to potential applicants.

K13 How cultural differences in language, body language, tone of voice and dress can differ from expectations.

K14 How to judge whether applicants meet the stated requirements of the vacancy.

K15 Sources of specialist expertise in relation to recruitment, selection and retention.

K16 How to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues.

K17 How to review the effectiveness of recruitment and selection in your area.

**Industry/sector specific knowledge and understanding**

1. Turnover rates within similar organisations in the industry/sector.
2. Recruitment, selection and retention issues and specific initiatives and arrangements within the industry/sector.

K20 Working culture and practices of the industry/sector.

**Context specific knowledge and understanding**

1. Current people resources available to your area, including skills, knowledge, understanding and experience of colleagues.
2. Work requirements in your area.
3. Agreed operational plans and changes in your area.
4. The staff turnover rate in your area.
5. Job descriptions and person specifications for confirmed vacancies.
6. Local employment market conditions.
7. The organisation’s structure, values and culture.
8. Employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions.
9. Sources of specialist expertise in relation to recruitment, selection and retention used by your organisation.

**UNIT FM4Y 04 (A319) Recruit, Select and Keep Colleagues**

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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | | | |
| **No** | **Description of evidence** | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 |
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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | | | |
| **No** | **Description of evidence** | K11 | K12 | K13 | K14 | K15 | K16 | K17 | K18 | K19 | K20 |
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**UNIT FM4Y 04 (A319) Recruit, Select and Keep Colleagues**

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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | | |
| **No** | **Description of evidence** | K21 | K22 | K23 | K24 | K25 | K26 | K27 | K28 | K29 |
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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FM4Y 04 (A319) Recruit, Select and Keep Colleagues**

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

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| **Performance Criteria**  *You must be able to:*   1. Talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving. 2. Identify ways of addressing staff turnover problems, implementing those which clearly fall within your authority and communicating others to the relevant people for consideration. 3. Review, on a regular basis, the work required in your area of responsibility, identifying any shortfall in the number of colleagues and/or the pool of skills knowledge, understanding and experience. 4. Identify and review the options for addressing any identified shortfalls and decide on the best option(s) to follow. 5. Consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit. 6. Consult with others to discuss and agree stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved. 7. Ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants. 8. Seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues. 9. Ensure that the skills needed by applicants to succeed in the recruitment process are no more than are required to perform the job. 10. Participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective. | **Performance Criteria (cont)**   1. Make sure that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues.   12 Judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify any areas for improvements.  **Behaviours**  *You must consistently demonstrate that:*   1. You recognise the opportunities presented by the diversity of people. 2. You work to turn unexpected events into opportunities rather than threats. 3. You try out new ways of working. 4. You identify people’s information needs. 5. You seek to understand people’s needs and motivations. 6. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes. 7. You take and implement difficult and/or unpopular decisions, if necessary. 8. You act within the limits of your authority. 9. You show integrity, fairness and consistency in decision-making. |

**UNIT FM4Y 04 (A319) Recruit, Select and Keep Colleagues**

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

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|  |  | Behaviours | | | | | | | | |
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**UNIT FM4Y 04 (A319) Recruit, Select and Keep Colleagues**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

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**UNIT FD3K 04 (A320) Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility**

This Unit has the following Element:

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

**Unit Summary**

This Unit is about ensuring that the work required in your area of responsibility is effectively planned and fairly allocated to individuals and/or teams. It also involves monitoring the progress and quality of the work of individuals and/or teams to ensure that the required level or standard of performance is being met and reviewing and updating plans of work in the light of developments. The ‘area of responsibility’ may be, for example, a branch or department or functional area or an operating site within an organisation.

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

**Target Group**

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

**Skills**

Listed below are the main generic ‘skills’ that need to be applied in managing projects. These skills are explicit/implicit in the detailed content of the Unit and are listed here as additional information.

* Communicating
* Consulting
* Decision-making
* Delegating
* Information Management
* Leadership
* Managing conflict
* Monitoring
* Motivating
* Planning
* Problem-solving
* Providing feedback
* Prioritising
* Reviewing
* Setting objectives
* Stress management
* Valuing and supporting others

**UNIT FD3K 04 (A320) Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility**

**Knowledge and Understanding for the whole Unit**

*You must know and understand:*

**General Knowledge and Understanding**

1. How to select and successfully apply different methods for communicating with people across an area of responsibility.
2. The importance of confirming/clarifying the work required in your area of responsibility with your manager and how to do this effectively.
3. How to identify and take due account of health and safety issues in the planning, allocation and monitoring of work.
4. How to produce a plan of work for your area of responsibility, including how to identify any priorities or critical activities and the available resources.
5. How to identify sustainable resources and ensure their effective use when planning the work for your area of responsibility.
6. The importance of seeking views from people working in your area and how to take account of their views in producing the plan of work.
7. The values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any team members from a different country or culture and how your own values, ethics, beliefs, faith, cultural conventions, perceptions, expectations, use of language, tone of voice and body language may appear to them.
8. Why it is important to allocate work to individuals and/ or teams on a fair basis and how to do so effectively.
9. Why it is important that individuals and/or teams are briefed on allocated work and the standard or level of expected performance and how to do so effectively.
10. The importance of showing individuals and/or teams how their work fits with the vision and objectives of the area and those of the organisation.
11. Ways of encouraging individuals and/or teams to ask questions and/or seek clarification in relation to the work which they have been allocated.
12. Effective ways of regularly and fairly monitoring the progress and quality of work of individuals and/or teams against the standards or level of expected performance.
13. How to provide prompt and constructive feedback to individuals and/or teams.
14. Why it is important to monitor your area for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively.
15. How to take account of diversity and inclusion issues when supporting and encouraging individuals and/or teams to complete the work they have been allocated.
16. Why it is important to identify unacceptable or poor performance by individuals and/or teams and how to discuss the cause(s) and agree ways of improving performance with them.
17. The type of problems and unforeseen events that may occur and how to support individuals and/or teams in dealing with them.
18. The additional support and/or resources which individuals and/or teams might require to help them complete their work and how to assist in providing this.
19. How to select and successfully apply different methods for encouraging, motivating and supporting individuals and/or teams to complete the work they have been allocated and improve their performance, and for recognising their achievements.

**UNIT FD3K 04 (A320) Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility**

1. How to log information on the ongoing performance of individuals and/or teams and use this information for formal performance appraisal purposes.
2. The importance of reviewing and updating plans of work for your area in the light of developments, how to reallocate work and resources and how to clearly communicate the changes to those affected.

**Industry/sector specific knowledge and understanding**

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

**Context specific knowledge and understanding**

1. The individuals and/or teams in your area of responsibility.
2. The vision and objectives for your area of responsibility.
3. The vision and objectives of the overall organisation.
4. The work required in your area of responsibility.
5. The available resources for undertaking the required work.
6. The plan of work for your area of responsibility.
7. The organisation’s written health and safety policy statement and associated information and requirements.
8. Your organisation’s policy and procedures in terms of personal development.
9. Organisational standards or level of expected performance.
10. Organisational policies and procedures for dealing with poor performance.
11. Organisational grievance and disciplinary policies and procedures.
12. Organisational performance appraisal systems.

**UNIT FD3K 04 (A320) Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility**

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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | | | | | |
| **No** | **Description of evidence** | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 | K11 | K12 |
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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | | | | | |
| **No** | **Description of evidence** | K13 | K14 | K15 | K16 | K17 | K18 | K19 | K20 | K21 | K22 | K23 | K24 |
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**UNIT FD3K 04 (A320) Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility**

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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | | | | |
| **No** | **Description of evidence** | K25 | K26 | K27 | K28 | K29 | K30 | K31 | K32 | K33 | K34 | K35 |
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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

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**UNIT FD3K 04 (A320) Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility**

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

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| **Performance Criteria**  *You must be able to do the following:*   1. Confirm the work required in your area of responsibility with your manager and seek clarification, where necessary, on any outstanding points and issues. 2. Plan how the work will be undertaken, seeking views from people in your area of responsibility, identifying any priorities or critical activities and making best use of the available resources. 3. Ensure that work is allocated to individuals and/or teams on a fair basis taking account of skills, knowledge and understanding, experience and workloads and the opportunity for development. 4. Ensure that individuals and/or teams are briefed on allocated work, showing how it fits with the vision and objectives for the area and the overall organisation, and the standard or level of expected performance. 5. Recognise and seek to find out about differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity. 6. Encourage individuals and/or team members to ask questions, make suggestions and seek clarification in relation to allocated work. 7. Monitor the progress and quality of the work of individuals and/or teams on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback. 8. Support individuals and/or teams in identifying and dealing with problems and unforeseen events. | **Performance Criteria (cont)**   1. Motivate individual and/or teams to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion. 2. Monitor your area for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively. 3. Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with individuals and/or teams. 4. Recognise successful completion of significant pieces of work or work activities by individuals and/or teams. 5. Use information collected on the performance of individuals and/or teams in any formal appraisals of performance. 6. Review and update plans of work for your area, clearly communicating any changes to those affected. |

**UNIT FD3K 04 (A320) Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility**

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

**Behaviours**

*You must consistently demonstrate that:*

1. You recognise changes in circumstances promptly and adjust plans and activities accordingly.
2. You prioritise objectives and plan work to make best use of time and resources.
3. You make time available to support others.
4. You take personal responsibility for making things happen.
5. You show an awareness of your own values, motivations and emotions.
6. You show integrity, fairness and consistency in decision-making.
7. You clearly agree what is expected of others and hold them to account.
8. You seek to understand people’s needs and motivations.
9. You take pride in delivering high quality work.
10. You are vigilant for possible risks and hazards.
11. You encourage and support others to make the best use of their abilities.

12 You use a range of leadership styles appropriate to different people and situations.

**UNIT FD3K 04 (A320) Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility**

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

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|  |  | Performance Criteria | | | | | | | | | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
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|  |  | Behaviours | | | | | | | | | | | |
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**UNIT FD3K 04 (A320) Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

**UNIT FM4Y 04 (A321) Provide Learning Opportunities for Colleagues**

This Unit has the following Element:

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

**Unit Summary**

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

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

**Target Group**

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

**Skills**

Listed below are the main generic ‘skills’ that need to be applied in providing learning opportunities for colleagues. These skills are explicit/implicit in the detailed content of the Unit and are listed here as additional information.

* Coaching
* Communicating
* Demonstration
* Empowering
* Information Management
* Leadership
* Mentoring
* Motivating
* Prioritising
* Planning
* Providing feedback
* Reviewing
* Setting objectives
* Valuing and supporting others

**UNIT FM4Y 04 (A321) Provide Learning Opportunities for Colleagues**

**Knowledge and Understanding for the whole Unit**

*You must know and understand:*

**General Knowledge and Understanding**

1. The benefits of learning for individuals and organisations and how to promote these to colleagues.
2. Ways in which you can develop an ‘environment’ in which learning is valued and willingness and efforts to learn are recognised.
3. Why it is important to encourage colleagues to take responsibility for their own learning.
4. How to provide fair, regular and useful feedback to colleagues on their work performance.
5. How to identify learning needs based on identified gaps between the requirements of colleagues’ work roles and their current knowledge, understanding and skills.
6. How the values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any people from other countries or cultures may impact on their personal development and learning.
7. How to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues.
8. The range of different learning styles and how to support colleagues in identifying the particular learning style(s) or combination of learning styles which works best for them.
9. Different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees, substitute staff).
10. How/where to identify and obtain information on different learning activities.
11. Why it is important for colleagues to have a written development plan and what it should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources).
12. How to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound).
13. Sources of specialist expertise in relation to identifying and providing learning for colleagues.
14. What type of support colleagues might need to undertake learning activities, the resources needed and the types of obstacles they may face and how they can be resolved.
15. How to evaluate whether a learning activity has achieved the desired learning objectives.
16. The importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes.
17. How to take account of equality legislation, any relevant codes of practice and general diversity and inclusion issues in providing learning opportunities for colleagues.
18. Sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for colleagues.

**UNIT FM4Y 04 (A321) Provide Learning Opportunities for Colleagues**

**Industry/sector specific knowledge and understanding**

1. Industry/sector requirements for the development or maintenance of knowledge, skills and understanding and professional development.
2. Learning issues and specific initiatives and arrangements that apply within the industry/sector.
3. Working culture and practices of the industry/sector.

**Context specific knowledge and understanding**

1. Relevant information on the purpose, objectives and plans of your team or area of responsibility or the wider organisation.
2. The work roles of colleagues, including the limits of their responsibilities and their personal work objectives.
3. The current knowledge, understanding and skills of colleagues.
4. Identified gaps in the knowledge, understanding and skills of colleagues.
5. Identified learning needs of colleagues.
6. Learning style(s) or combinations of styles preferred by colleagues.
7. The written development plans of colleagues.
8. Learning activities and resources available in/to your organisation.
9. Your organisation’s policies in relation to equality and diversity.
10. Your organisation’s policies and procedures in relation to learning.
11. Your organisation’s performance appraisal systems.

**UNIT FM4Y 04 (A321) Provide Learning Opportunities for Colleagues**

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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | | | | |
| **No** | **Description of evidence** | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 | K11 |
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**UNIT FM4Y 04 (A321) Provide Learning Opportunities for Colleagues**

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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | | | |
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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

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**UNIT FM4Y 04 (A321) Provide Learning Opportunities for Colleagues**

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

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| **Performance Criteria**  *You must be able to:*   1. Promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised. 2. Give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve. 3. Work with colleagues to identify and prioritise learning needs based on any gaps between the requirements of their work roles and their current knowledge, understanding and skills. 4. Help colleagues to identify the learning style(s) or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities. 5. Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs. 6. Recognise and seek to find out about differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity. 7. Discuss and agree, with each colleague, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales. 8. Work with colleagues to recognise and make use of unplanned learning opportunities. 9. Seek and make use of specialist expertise in relation to identifying and providing learning for colleagues | **Performance Criteria (cont)**   1. Support colleagues in undertaking learning activities making sure any required resources are made available and making efforts to remove any obstacles to learning. 2. Evaluate, in discussion with each colleague, whether the learning activities they have undertaken have achieved the desired outcomes and provide positive feedback on the learning experience. 3. Work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes. 4. Encourage colleagues to take responsibility for their own learning, including practising and reflecting on what they have learned.   **Behaviours**  *You must consistently demonstrate that:*   1. You recognise the opportunities presented by the diversity of people. 2. You find practical ways to overcome barriers. 3. You make time available to support others.D7 4. You seek to understand individuals’ needs, feelings and motivations and take an active interest in their concerns. 5. You encourage and support others to make the best use of their abilities. 6. You recognise the achievements and the success of others. 7. You inspire others with the excitement of learning. 8. You confront performance issues and sort them out directly with the people involved. 9. You say no to unreasonable requests. 10. You show integrity, fairness and consistency in decision-making. |

**UNIT FM4Y 04 (A321) Provide Learning Opportunities for Colleagues**

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

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|  |  | Performance Criteria | | | | | | | | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
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|  |  | Behaviours | | | | | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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**UNIT FM4Y 04 (A321) Provide Learning Opportunities for Colleagues**

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

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| Notes/Comments |

*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

**Candidate’s signature**  **Date**

**Assessor’s signature**  **Date**

**Internal verifier’s signature**  **Date**

## 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 |  | | | | |
| Telephone number |  | | | | |
| SVQ |  | | | | |
| Level |  | | | | |
| Units submitted for assessment |  | | | | |
| Mentor’s name |  | | | | |
| (Please provide details of mentor’s experience) |  | | | | |
| **Assessor’s signature** | | |  | **Date** |  |

### Personal profile

|  |  |
| --- | --- |
| Name |  |
| Address |  |
| Postcode |  |
| Home telephone |  |
| Work telephone |  |
| Job title |  |

#### Relevant experience

|  |  |
| --- | --- |
| Description of your current job |  |
| Previous work experience |  |
| Qualifications and training |  |
| Voluntary work/interests |  |

**Personal profile (cont)**

|  |  |
| --- | --- |
| Name of employer/training provider/college |  |
| Address |  |
| Postcode |  |
| Telephone number |  |
| 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.

|  |  |  |
| --- | --- | --- |
| Section | Completed | Page/Section number |
| **Title page for the portfolio** |  |  |
| **Personal profile** |  |  |
| Your own personal details |  |  |
| A brief CV or career profile |  |  |
| A description of your job |  |  |
| Information about your employer/training provider/college |  |  |
| **Unit assessment plans** |  |  |
| **Unit progress record** |  |  |
| **Completed Element achievement records for each Unit** |  |  |
| Signed by yourself, your assessor and the internal verifier (where relevant) |  |  |
| Evidence reference numbers included |  |  |
| **Index of evidence (with cross-referencing information completed)** |  |  |
| Evidence (with reference numbers) |  |  |
| Observation records |  |  |
| Details of witnesses (witness testimony sheets) |  |  |
| Personal statements |  |  |
| Products of performance |  |  |

### Index of evidence

|  |  |
| --- | --- |
| **SVQ title and level** |  |

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Evidence**  **index number** | **Details of statement** | | **Links to other evidence**  **(enter numbers)** | | | **Units, Elements, PC, and Range**  **covered** | |
|  |  |  | |  | | |  | |
| **Candidate’s signature** | | | |  | | **Date** |  | |

### Observation record

|  |  |
| --- | --- |
| **Unit/Element(s)** |  |
| **Candidate’s name** |  |
| **Date of observation** |  |
| **Evidence index number** |  |

|  |  |
| --- | --- |
| Skills/activities observed | PC and Range covered |
|  |  |

|  |
| --- |
| Knowledge and Understanding apparent from this observation |
|  |

|  |
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| Other Units/Elements to which this evidence may contribute |
|  |

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| --- |
| Assessor comments and feedback to candidate |
|  |

I can confirm the candidate’s performance was satisfactory.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessor’s signature** |  | **Date** |  |

### Witness testimony

|  |  |
| --- | --- |
| **SVQ title and level** |  |
| **Candidate’s name** |  |
| **Evidence index no** |  |
| **Where applicable, evidence**  **number to which this testimony**  **relates** |  |
| **Element(s)** |  |
| **Range** |  |
| **Date of evidence** |  |
| **Witness name** |  |
| **Designation/relationship to** **candidate** |  |
| **Details of testimony** |  |

I can confirm the candidate’s performance was satisfactory.

|  |  |  |  |
| --- | --- | --- | --- |
| **Witness signature** |  | **Date** |  |

**Witness** (please tick the appropriate box)**:**

Holds A1/A2 or D32/D33 qualifications

Is familiar with the SVQ standards 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 |  | | | | | |
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| **Assessor’s signature** | | |  | | **Date** |  |
|  | | |  | |  |  |
| **Candidate’s signature** | | |  | | **Date** |  |