

Candidate Guidance and Portfolio for the SVQ4 Playwork SCQF level 9

Award Code: GD1T 24

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/SSB 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 |
| This section of the form is for your assessor to sign each time you successfully achieve a Unit. | 308 | 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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| 23 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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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** |  |
| **Candidate’s name** |  |

To achieve the whole qualification, you must prove competence in all **4 mandatory** Units plus any **5** **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** | PW10 | PW16 | PW17 | D16 |  |  |  |  |
| **Optional** | A42 | PW18 | PW19 | PW20 | PW21 | PW22 | PW23 | PW38 |
| A28 | A29 | A319 | A320 | A321 | A322 | A337 |  |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SQA  Unit Number | SSC  Unit Number | Title | Assessor | Internal Verifier | Date |
| FT4V 04 | PW10 | Reflect on and Develop Practice |  |  |  |
| FT59 04 | PW16 | Work With Colleagues and Other Partners to Develop an Organistional Framework for Play |  |  |  |
| FT5A 04 | PW17 | Develop, Manage and Review Operational Plans for Play Provision |  |  |  |
| FT5C 04 | D16 | Establish and Develop Working Relationships |  |  |  |

#### Optional Units — candidates must achieve 5 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 |
| FT5E 04 | A42 | Provide Information to Support decision Making |  |  |  |
| FT5F 04 | PW18 | Obtain the Facilities and Services Required for Play Provision |  |  |  |
| FT5G 04 | PW19 | Manage and Develop Play Facilities and Services |  |  |  |
| FT5H 04 | PW20 | Work with Other Organisations, Agencies and Professionals |  |  |  |
| FT5J 04 | PW21 | Develop and Implement Procedures to Safeguard Children and Young People |  |  |  |
| FT5K 04 | PW22 | Research, Design and Facilitate Possibilities for Self-directed Play |  |  |  |
| FT5L 04 | PW23 | Support Others in Accessing the Resources they Need to Provide Play Environments |  |  |  |
| FT5M 04 | PW38 | Implement Contemporary Frameworks Within a Play Context |  |  |  |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SQA  Unit Number | SSC  Unit Number | Title | Assessor | Internal Verifier | Date |
| FM5C 04 | A28 | Obtain Additional Finance for the Organisation |  |  |  |
| DR5T 04 | A29 | Manage Finance for Your Area of Responsibility |  |  |  |
| FM4Y 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 |  |  |  |
| DR75 04 | A322 | Provide Leadership in Your Area of Responsibility |  |  |  |
| FM56 04 | A337 | Support Individuals to Develop and Maintain their Performance |  |  |  |

### 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 SVQ4 Playwork SCQF level 9

**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**

|  |  |
| --- | --- |
| **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**

|  |
| --- |
| **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 | | | | | | | | | | |
| **No** | **Description of evidence** | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 | K11 |
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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**

|  |  |
| --- | --- |
| **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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Performance Criteria | | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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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 2 (PW10.2) Take part in continuing professional development

|  |  |
| --- | --- |
| **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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Performance Criteria | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 |
|  |  |  |  |  |  |
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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 FT59 04 (PW16) Work with Colleagues and Other Partners to Develop an Organisational Framework for Play**

This Unit has the following Elements:

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

Element 2 (PW1**6**.2)Evaluate your findings to develop playwork policy and practice

**Unit Summary**

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

Target Group

The Unit is for you if you have some responsibility for developing your organisation’s policies and practices in regard to play and playwork practice in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

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

**UNIT FT59 04 (PW16) Work with Colleagues and Other Partners to Develop an Organisational Framework for Play**

**Keywords**

|  |  |
| --- | --- |
| **What we mean by some of the words used in this Unit** | |
| **Barriers to access** | Things that prevent or discourage children and young people from taking part in play provision. These may include physical barriers for disabled children, but also include wider issues such as discrimination, lack of positive images, lack of culturally acceptable activities and customs, language barriers and many other factors that affect different communities. |
| **Children and young people** | 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. |
| **Intervention** | Anything that adults do that affects the way children play. |
| **Play** | Play is freely chosen, personally directed and intrinsically motivated. |
| **Play resources** | Equipment and materials that will stimulate play: natural materials (such as earth, water, sand, clay or wood); construction materials (such as blocks); computer and IT equipment; communication resources (resources to support speaking, listening, reading and writing); ‘loose parts’ ( items that can be moved from place to place, carried, rolled, lifted, piled one on top of the other or combined to create new structures or experiences); real tools (such as carpentry or cooking equipment); bikes, trolleys, swings, climbing structures and ropes; paints, drawing equipment, modelling and fabrics; music, colours, scientific and mathematical equipment (such as clocks and calendars); dressing up materials, mirrors, cameras, videos to enable children to explore their own identity; items or experiences (such as poetry and literature) that allow for reflection about abstract concepts. |

**UNIT FT59 04 (PW16) Work with Colleagues and Other Partners to Develop an Organisational Framework for Play**

**Keywords**

|  |  |
| --- | --- |
| **What we mean by some of the words used in this Unit (cont)** | |
| **Play types** | Broad categories that describe the way children and young people play. Current research suggests there are fifteen or sixteen play types but these may change in the light of ongoing research. Commonly agreed play types include:   * symbolic play * rough and tumble * socio-dramatic play * social play * creative play * communication play * dramatic play * deep play * exploratory play * fantasy play * imaginative play * locomotor play * mastery play * object play * role play |
| **Relevant colleagues** | For example team members, other staff working at the same level as yourself, line or project manager, management committee. |
| **Responding to behaviour** | Managing your own response to children’s ways of being/behaving. |
| **Risk** | The likelihood of a hazard actually causing harm; this will often be influenced by the age or stage of development of the children and young people involved. |
| **Risk management** | Following procedures that keep risk to an acceptable level always bearing in mind that children and young people need to experience and learn to manage risk for themselves and that this is an important aspect of their development. |
| **Transitions** | Children and young people naturally pass through a number of stages as they grow and develop. Often they will also be expected to cope with changes such as movement from primary to secondary school and for children with disabilities or with chronic ill health, from children’s to adult services. Such changes are commonly referred to as transitions. Some children may have to  face very particular and personal transitions including family illness or the death of a close relative, divorce and family break-up, issues related to sexuality, adoption, the process of asylum, disability, parental mental health and the consequences of crime. |

**UNIT FT59 04 (PW16) Work with Colleagues and Other Partners to Develop an Organisational Framework for Play**

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

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| **Performance Criteria**  *To meet the national standard, you must:*    1 Identify and research relevant and up-to-date sources of information on play and playwork.  2 Analyse this information and identify key aspects of playwork theory and practice that are relevant to you and the children and young people you work with.  3 Share your analysis with relevant colleagues and partners in a way that will stimulate a response.  4 Discuss and evaluate the feedback you receive.  5 Identify which aspects of current play and playwork theory and practice are most relevant to your organisation and the needs of the children and young people you work with.  6 Review and update your research and evaluation on a regular basis.  Range  *From your work you must show that you have researched the following:*  1 **Key aspects of play and playwork theory and practice**  (a) nature and purpose of play  (b) play types  (c) play resources  (d) risk and risk management  (e) staffing  (f) strategies for adult intervention  (g) strategies for care and protection  (h) strategies for inclusion  (i) strategies for responding to behaviour  (j) strategies for managing transitions | **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 importance of an organisational framework for children and young people’s play. 3. Academic theories from other disciplines, for example psychology, biology and sociology that inform our understanding of play. 4. Sources of information that can be used to research current theory and practice in playwork and how to access these. 5. Stages of child development and it’s implications for playwork practice.   K6 Competing concepts of play provision, for example, socialisation and education, and how these should be evaluated from a playwork perspective.  K7 The importance of inclusion to effective playwork practice.   1. The importance of consultation with colleagues and key stakeholders and how to carry out consultation exercises.   K9 The importance of keeping research up-to-date. |
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**UNIT FT59 04 (PW16) Work with Colleagues and Other Partners to Develop an Organisational Framework for Play**

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

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|  |  | Performance Criteria | | | | | | Range | | | | | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 1a | 1b | 1c | 1d | 1e | 1f | 1g | 1h | 1i | 1j |
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|  |  | Knowledge and Understanding | | | | | | | | |
| **No** | **Description of evidence** | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 |
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**UNIT FT59 04 (PW16) Work with Colleagues and Other Partners to Develop an Organisational Framework for Play**

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

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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 FT59 04 (PW16) Work with Colleagues and Other Partners to Develop an Organisational Framework for Play**

Element 2 (**PW16.2)** e**valuate your findings to develop playwork policy and practice**

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Evaluate your findings on play and playwork theory and practice in relation to the context in which you work.  2 Review your organisation’s current framework for play and playwork.  3 Identify areas of policy and practice which could be improved to better meet the needs of children and young people with whom you work.  4 Develop suggestions for improving policy and practice in a way that will influence and persuade key decision makers.  5 Follow your organisation’s procedures for suggesting ways in which policy and practice could be improved.  Range  *From your work you must show that you have evaluated a framework for the following types of:*  1 **Policy and practice** covering:  (a) nature and purpose of play  (b) play types  (c) play resources  (d) risk and risk management  (e) staffing  (f) strategies for adult intervention  (g) strategies for care and protection  (h) strategies for inclusion  (i) strategies for responding to behaviour  (j) strategies for managing transitions | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*  K10 How to apply key aspects of playwork theory to the context in which you are operating as a playworker.  K11 The importance of your organisation having policies to cover: nature and purpose of play, play types, play resources, risk and risk management, staffing, adult intervention, care and protection and inclusion.  K12 Sources of information on how to develop such policies.  K13 How to assess and evaluate your organisation’s current framework in the light of your research.  K14 The purpose of policies and how policies can be designed to uphold and promote children and young people’s rights.  K15 Opportunities to influence policy within your organisation. |

**UNIT FT59 04 (PW16) Work with Colleagues and Other Partners to Develop an Organisational Framework for Play**

Element 2 (**PW16.2)** e**valuate your findings to develop playwork policy and practice**

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|  |  | Performance Criteria | | | | | | Range | | | | | | | | | |
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**UNIT FT59 04 (PW16) Work with Colleagues and Other Partners to Develop an Organisational Framework for Play**

Element 2 (**PW16.2)** e**valuate your findings to develop playwork policy and practice**

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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 FT5A 04 (PW17) Develop, Manage and Review Operational Plans for Play Provision**

This Unit has the following Elements:

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

**Element 2 (PW17.2)** Manage change in provision

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

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

**Unit Summary**

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

Target Group

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

This Unit 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. |
| **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. |

**UNIT FT5A 04 (PW17) Develop, Manage and Review Operational Plans for Play Provision**

**Keywords(cont)**

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| **What we mean by some of the words used in this Unit** | |
| **Play resources** | Equipment and materials that will stimulate play: natural materials (such as earth, water, sand, clay or wood); construction materials (such as blocks); computer and IT equipment; communication resources (resources to support speaking, listening, reading and writing); ‘loose parts’ ( items that can be moved from place to place, carried, rolled, lifted, piled one on top of the other or combined to create new structures or experiences); real tools (such as carpentry or cooking equipment); bikes, trolleys, swings, climbing structures and ropes; paints, drawing equipment, modelling and fabrics; music, colours, scientific and mathematical equipment (such as clocks and calendars); dressing up materials, mirrors, cameras, videos to enable children to explore their own identity; items or experiences (such as poetry and literature) that allow for reflection about abstract concepts. |
| **Play types** | Broad categories that describe the way children and young people play. Current research suggests there are fifteen or sixteen play types but these may change in the light of ongoing research. Commonly agreed play types include:   * symbolic play * rough and tumble * socio-dramatic play * social play * creative play * communication play * dramatic play * deep play * exploratory play * fantasy play * imaginative play * locomotor play * mastery play * object play * role play |
| **Risk** | The likelihood of a hazard actually causing harm; this will often be influenced by the age or stage of development of the children and young people involved. |
| **Risk management** | Following procedures that keep risk to an acceptable level always bearing in mind that children and young people need to experience and learn to manage risk for themselves and that this is an important aspect of their development. |

**UNIT FT5A 04 (PW17) Develop, Manage and Review Operational Plans for Play Provision**

**Keywords(cont)**

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| **What we mean by some of the words used in this Unit** | |
| **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 FT5A 04 (PW17) Develop, Manage and Review Operational Plans for Play Provision**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Make sure your operational plan reflects the strategy, policies and values of your organisation.  2 Clearly set out the **targets and outcomes** for providing for children and young people.  3 Negotiate responsibility for achieving these **targets and outcomes** with individuals and teams in your area of responsibility.  4 Allocate **resources** to each objective in your plan.  5 Identify what changes may be necessary to implement your operational plan.  6 Share your plan with key colleagues and other partners and take account of their feedback.  **Range**  *From your work you must show that you have researched the following:*  1 **Targets and outcomes** for  (a) provision of play spaces  (b) care and protection  (c) inclusion  (d) marketing and promotion  (e) partnership working  *allocating the following:*  2 **Resources**  (a) people  (b) finance  (c) facilities and equipment | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. How the Playwork Principles specifically relate to this Unit. 2. The theory and practice of operational planning in a play work context. 3. How to identify the key targets and outcomes that an operational plan should address. 4. The theory and practice of negotiation with work colleagues. 5. How to identify, quantify and allocate the resources needed to support an operational plan for playwork. 6. How to identify and obtain resources needed to ensure inclusion of children who traditionally experience barriers to access. 7. The theory and practice of consultation within your organisation. |

**UNIT FT5A 04 (PW17) Develop, Manage and Review Operational Plans for Play Provision**

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

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**UNIT FT5A 04 (PW17) Develop, Manage and Review Operational Plans for Play Provision**

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

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**UNIT FT5A 04 (PW17) Develop, Manage and Review Operational Plans for Play Provision**

**Element 2 (PW17.2)** Manage change in provision

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Make sure that all **those involved** understand the need for and benefits of proposed changes.  2 Encourage **those involved** to identify the implications of change.  3 Identify any obstacles to **change** and work with all **those involved** to identify and implement ways of overcoming these obstacles.  4 Make sure that individuals and teams in your area of responsibility understand their responsibilities in regard to proposed **changes**.  5 Negotiate and agree a schedule for **change** with all **those involved.**  6 Provide support to those involved in the **chang**e process.  7 Monitor progress and keep all **those involved** informed.  **Range**  *From your work you must show that you have managed change for the following types of:*  1 **Those involved**  (a) children and young people  (b) parents and carers  (c) individuals and teams in your area of responsibility  (d) colleagues  (e) key partners  *including the following types of:*  2 **Changes** in  (a) provision of play spaces  (b) care and protection  (c) inclusion  (d) marketing and promotion  (e) partnership working  (f) responding to behaviour | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. The theory and practice of change management. 2. How to communicate issues to do with change to colleagues in your organisation. 3. The importance of empowering teams and individuals to contribute to the change process. 4. How to identify and address potential obstacles to change in your organisation. 5. The typical types of support that playworkers will need during a period of change. |

**UNIT FT5A 04 (PW17) Develop, Manage and Review Operational Plans for Play Provision**

**Element 2 (PW17.2)** Manage change in provision

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**UNIT FT5A 04 (PW17) Develop, Manage and Review Operational Plans for Play Provision**

**Element 2 (PW17.2)** Manage change in 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**

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**UNIT FT5A 04 (PW17) Develop, Manage and Review Operational Plans for Play Provision**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Establish ways of communicating **values, policies and procedures** to colleagues and key partners.  2 Make sure that colleagues and key partners understand your **values, policies and procedures** and why they are important.  3 Provide an effective role model for your organisation’s **values, policies and procedures**.  4 Monitor the implementation of **values, policies and procedures** in your area of responsibility.  5 Provide support to individuals and colleagues in your area of responsibility when necessary.  6 Identify and challenge words and behaviour that conflict with agreed **values, policies and procedures**.  **Range**  *From your work you must show that you have ensured the implementation of the following types of:*  1 **Values, policies and procedures** covering  (a) nature and benefits of play  (b) play types  (c) play resources  (d) risk and risk management  (e) strategies for adult intervention  (f) strategies for care and protection  (g) strategies for inclusion  (h) strategies for responding to behaviour  (i) strategies for managing transitions | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. The importance of communicating issues to do with policies, procedures and values to colleagues. 2. How to ensure that colleagues are able to implement policies, procedures and values. 3. How to model behaviour appropriate to your organisation’s values, policies and procedures. 4. Types of words, behaviour and actions that would run counter to policies, procedures and values and how to deal with these. |

**UNIT FT5A 04 (PW17) Develop, Manage and Review Operational Plans for Play Provision**

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

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|  |  | Performance Criteria | | | | | |
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| **No** | **Description of evidence** | 1a | 1b | 1c | 1d | 1e | 1f | 1g | 1h | 1i |
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**UNIT FT5A 04 (PW17) Develop, Manage and Review Operational Plans for Play Provision**

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

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|  |  | Knowledge and Understanding | | | |
| **No** | **Description of evidence** | 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.*

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

**UNIT FT5A 04 (PW17) Develop, Manage and Review Operational Plans for Play Provision**

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

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| **Performance Criteria**  *To meet the national standard, you must:*    1 Collect information on the implementation of your **operational plan**.  2 Encourage colleagues and key partners to give feedback on your **operational plan**.  3 Analyse all the information and feedback you collect.  4 Identify how you could improve your **operational plan**.  5 Share your findings with key colleagues and partners and take account of their feedback.  6 Make the necessary improvements to your **operational plan**.  **Range**  *From your work you must show that you have reviewed your:*  1 **Operational plan** covering  (a) provision of play opportunities  (b) care and protection  (c) inclusion  (d) marketing and promotion  (e) partnership working | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. The theory and practice of monitoring and evaluation in a playwork context. 2. How to analyse the information you collect and identify areas for improvement. 3. How to make adjustments to operational plans to take account of your monitoring and evaluation. |

**UNIT FT5A 04 (PW17) Develop, Manage and Review Operational Plans for Play Provision**

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

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|  |  | Performance Criteria | | | | | | Range | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 1a | 1b | 1c | 1d | 1e |
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|  |  | Knowledge and Understanding | | |
| **No** | **Description of evidence** | K17 | K18 | K19 |
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**UNIT FT5A 04 (PW17) Develop, Manage and Review Operational Plans for Play Provision**

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

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**UNIT FT5C 04 (D16) Establish and Develop Working Relationships**

This Unit has the following Elements:

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

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

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

**Unit Summary**

This Unit is about managing relationships with people important to the play setting and is appropriate for all (children and families, childcare and playwork) settings and services where children and young people are present. Relationships with colleagues and other professionals are key to ensuring that children receive the best possible provision.

Target Group

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

**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*.* |
| **Reflect** | Think in detail about, to show or express, contemplate, mull something over, ponder, look back on. Write and think about the reasons why. Make focused connections between your practice and your understanding of theory. |

**UNIT FT5C 04 (D16) Establish and Develop Working Relationships**

**Knowledge and Understanding for the whole Unit**

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

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| 1. How the Playwork Principles specifically relate to this Unit. 2. Relevant legal requirements covering confidentiality and the disclosure of information. 3. The types of information that should be treated confidentially: who you can and cannot share this information with. 4. The meaning of anti-discriminatory practice and how to integrate this into your relationships with children and other adults. |

**UNIT FT5C 04 (D16) Establish and Develop Working Relationships**

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

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**UNIT FT5C 04 (D16) Establish and Develop Working Relationships**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Initiate relationships with colleagues that help them adjust to and develop their roles and responsibilities.  2 Identify and agree with colleagues ways in which you can support each other’s roles and responsibilities to maintain and improve provision to children.  3 Identify and agree how you will communicate with each other.  4 Maintain your agreements with colleagues or take the initiative to review arrangements when necessary.  5 Work with colleagues to deal with conflict constructively.  **Range**  *From your work you must show that you have met the requirements above.* | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following*  K5 The processes you should follow to help colleagues adjust to and develop their roles and responsibilities.  K6 The importance of making sure each team member understands and supports the roles and responsibilities of others and how to make this happen.  K7 The importance of good communications with all types of colleagues and communication methods you should use.  K8 The importance of maintaining agreements with colleagues and what to do if you are unable to maintain agreements.  K9 Why it is important to share information and knowledge with your colleagues and methods you can use to do this.  K10 Why it is important to encourage others to give you feedback on your performance and how to deal with this feedback.  K11 Types of conflict that may occur with colleagues and how to resolve these in a constructive way. |

**UNIT FT5C 04 (D16) Establish and Develop Working Relationships**

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

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|  |  | Performance Criteria | | | | |
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|  |  | Knowledge and Understanding | | | | | | |
| **No** | **Description of evidence** | K5 | K6 | K7 | K8 | K9 | K10 | K11 |
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**UNIT FT5C 04 (D16) Establish and Develop Working Relationships**

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

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**UNIT FT5C 04 (D16) Establish and Develop Working Relationships**

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

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| **Performance Criteria**  *To meet the national standard, you must:*    1 Identify other professionals relevant to your work and establish effective working relationships.  2 Clearly define and agree your own role and responsibilities and those of other professionals.  3 Agree common objectives and ways of working and communicating with other professionals and respect these boundaries.  4 Exchange complete, accurate and up-to-date information with other professionals whilst respecting requirements for confidentiality.  5 Work effectively with other professionals to improve provision for children.  6 Acknowledge your own limitations and respect the expertise and responsibilities of other professionals whilst upholding your own professional expertise.  7 Maintain relationships with other professionals which are in line with good practice, values and ethical requirements.  8 Handle any disagreements and complaints promptly, positively and in line with organisational procedures and professional guidelines.  Range  *From your work you must show that you have met the requirements above.* | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. The types of other professionals with whom you should liaise. 2. Why it is important to establish and agree respective role and responsibilities with other professionals and how to do so. 3. Why it is important to agree common objectives, ways of working and communicating with other professionals and how to do so. 4. The importance of respecting professional boundaries and how to do so. 5. The importance of effective communication with other professionals and how to communicate with other professionals in a way that meets their expectations. 6. Why it is important to be aware of the limitations of your own expertise and responsibilities and respect the expertise and responsibilities of other professionals. 7. When it is important to assert your own expertise when working with other professionals and how to do so in a way that will maintain an effective relationship. 8. Good practice, values and ethical requirements when liaising with other professionals. 9. How to handle disagreements with other professionals. |

**UNIT FT5C 04 (D16) Establish and Develop Working Relationships**

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

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|  |  | Knowledge and Understanding | | | | | | | | |
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**UNIT FT5C 04 (D16) Establish and Develop Working Relationships**

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

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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 FT5C 04 (D16) Establish and Develop Working Relationships

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Create opportunities for others to discuss the work they are doing.  2 Foster an environment in which others feel able to discuss their progress and share any concerns or challenges they are facing.  3 Allow others to discuss what they do and actively listen to what they have to say.  4 Help others to structure, evaluate and learn from their experiences.  5 Reflect on and learn from what others have experienced and learned themselves.  6 Share information and knowledge with others to assist them in dealing with challenges.  7 Identify when the difficulties which others are facing are beyond your level of expertise and refer them to an appropriate source of advice and support.  8 Encourage and create opportunities for others to share their experiences more widely so that provision can be improved.  **Range**  *From your work you must show that you have met the requirements above.* | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*  K21 The importance of all those involved with children sharing knowledge and experience.  K22 How to create or make use of opportunities for others to discuss their experiences.  K23 How to foster an environment in which people feel happy to discuss what they are doing and the challenges they face.  K24 Essential skills in listening to others and helping them to evaluate and learn from their experiences.  K25 The importance of you learning from the experiences and knowledge of others.  K26 The types of situations that may occur when the challenges facing others exceed the limits of your own expertise and the procedures you must follow.  K27 How to encourage others to share their experiences and knowledge more widely. |

UNIT FT5C 04 (D16) Establish and Develop Working Relationships

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

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|  |  | Performance Criteria | | | | | | | |
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UNIT FT5C 04 (D16) Establish and Develop Working Relationships

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

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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 FT5E 04 (A42) Provide Information to Support Decision Making**

This Unit has the following Elements:

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

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

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

**Element 4 (A42.4) Advise and inform others.**

**Unit Summary**

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

Target Group

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

**Keywords**

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| **What we mean by some of the words used in this Unit** | |
| **Qualitative** | Something that is not summarised in numerical form, such as minutes from meetings and general notes from observations. Qualitative data normally describe people's knowledge, attitudes or behaviours and is often more subjective. |
| **Quantitative** | Something measured or measurable by, or concerned with, quantity and expressed in numbers or quantities. |
| **Resources** | For example, finance, advice and information, physical resources (such as equipment and materials, buildings etc), training and development. |

**UNIT FT5E 04 (A42) Provide Information to Support Decision Making**

**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 underpinning your sector specifically relate to this Unit.

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| **Analytical techniques**  K2 How to judge the accuracy, relevance and sufficiency of information required to support decision making in different contexts.  K3 How to identify information that may be contradictory, ambiguous or inadequate and how to deal with these problems.  K4 Different approaches to, and methods of, analysing information and how to select methods appropriate to decisions which the manager has to make.  K5 How to analyse information to identify patterns and trends.  K6 How to draw conclusions on the basis of analysing information.  K7 The difference between fact and opinion, how to identify these and present them accordingly.  **Communication**  K8 Different formats for presenting qualitative and quantitative information which may be required.  K9 How to select a format appropriate to different purposes and recipients of information.  K10 How to develop and present a case based on the outcomes of an analysis.  K11 How to communicate advice and information effectively both orally and in writing.  K12 How to develop and present a reasoned case when providing advice to others.  K13 Why it is important to confirm the recipient’s understanding of information and advice provided and methods which may be used to ensure this.  **Continuous improvement**  K14 How to assess the effectiveness of current methods of collecting and storing information and what procedures to follow in order to make recommendations on improvements.  **Information handling**  K15 The importance of information management to the team and organisational effectiveness and your role and responsibilities in relation to this.  K16 The types of qualitative and quantitative information that are essential to your role and responsibilities and how to identify these.  K17 The range of sources of information that are available to you and how to ensure these are capable of meeting current and likely future information requirements.  K18 How to identify new sources of information that may be required.  K19 The range of methods of gathering and checking the validity of such information and their advantages and disadvantages.  K20 Different methods of recording and storing information and their advantages and disadvantages.  K21 How to ensure that information is organised in a way that makes it readily accessible.  K22 Principles of confidentiality — what information should be made available to which people. |

**UNIT FT5E 04 (A42) Provide Information to Support Decision Making**

**Knowledge and Understanding for the whole Unit (cont)**

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| **Information handling (cont)**  K23 The importance of the effective analysis of information and your role and responsibility in relation to this.  K24 Types of information, both qualitative and quantitative, which you need to be able to analyse.  K25 How to select information relevant to the decision to be made and ensure such information is accurate and relevant.  K26 The importance of record keeping to the analysis of information and how such records should be kept and used.  K27 Why it is essential to check the validity of advice and information provided to others.  K28 How to ensure accuracy, currency, sufficiency and relevance.  K29 The principles of confidentiality when handling information and advice — what types of information and advice may be provided to what people.  **Involvement and motivation**  K30 Why it is important to provide opportunities for team members to make recommendations on improvements to systems and procedures.  K31 How to encourage and enable such recommendations.  **Organisational context**  K32 Organisational policies and legal requirements which have a bearing on the recording and storage of information and how to interpret these.  K33 Organisational policies, procedures and resource constraints which may influence advice given to others.  **Providing support**  K34 Why it is important to provide advice and information and your role and responsibilities.  K35 The types of advice and information which people may require.  K36 How to identify information needs.  K37 Situations in which it is appropriate to act on one’s own initiative in giving information and advice.  K38 Why it is important to seek feedback on the quality and relevance of the advice and information you provide. |

**UNIT FT5E 04 (A42) Provide Information to Support Decision Making**

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| **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 FT5E 04 (A42) Provide Information to Support Decision Making**

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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | | | |
| **No** | **Description of evidence** | K21 | K22 | K23 | K24 | K25 | K26 | K27 | K28 | K29 | K30 |
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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | |
| **No** | **Description of evidence** | K31 | K32 | K33 | K34 | K35 | K36 | K37 | K38 |
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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 FT5E 04 (A42) Provide Information to Support Decision Making**

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

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| Performance Criteria  *To meet the national standard, you must:*  1 Identify the **information** you need to make the required decisions.  2 Use **sources of information** which are reliable and sufficiently wide-ranging to meet current and likely future information requirements.  3 Use **methods** of obtaining **information** that are reliable, effective and make efficient use of resources.  4 Use **methods** of obtaining **information** that are consistent with organisational values, policies and legal requirements.  5 Obtain **information** that is accurate, relevant and sufficient to support decision making.  6 Take prompt and effective action to deal with **information** that is inadequate, contradictory or ambiguous. | **Range**  *From your work you must show that you have worked effectively with the following:*  1 **Information**  (a) quantitative  (b) qualitative  *the following:*  2 **Sources of information**  (a) people within your organisation  (b) people outside your organisation  (c) internal information systems  (d) published media  (e) specially commissioned research  *and the following:*  3 **Methods**  (a) listening and watching  (b) reading  (c) spoken questioning  (d) written questioning  (e) formal research conducted personally  (f) formal research conducted by third parties |

**UNIT FT5E 04 (A42) Provide Information to Support Decision Making**

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

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|  |  | Performance Criteria | | | | | |
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| **No** | **Description of evidence** | 1a | 1b | 2a | 2b | 2c | 2d | 2e | 3a | 3b | 3c | 3d | 3e | 3f |
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**UNIT FT5E 04 (A42) Provide Information to Support Decision Making**

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

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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 FT5E 04 (A42) Provide Information to Support Decision Making

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

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| Performance Criteria  *To meet the national standard, you must:*  1 Use systems and procedures for recording and storing information that are suitable for the purpose and make efficient use of resources.  2 Record and store information in a way that complies with organisational policies and legal requirements.  3 Record and store information so that it is readily accessible in the required format to authorised people only.  4 Provide opportunities for team members to make suggestions for improvements to systems and procedures.  5 Make recommendations for improvements to systems and procedures to the relevant people.  6 Take into account organisational constraints. | Range  *From your work you must show that you have used the following:*  1 **Systems and procedures**  (a) organisation wide  (b) specific to the candidate and their team  *to store the following*:  2 **Information**  (a) quantitative  (b) qualitative  *within the following*:  3 **Organisational constraints**  (a) organisational objectives  (b) organisational policies  (c) resources |

UNIT FT5E 04 (A42) Provide Information to Support Decision Making

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

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|  |  | Performance Criteria | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 |
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| **No** | **Description of evidence** | 1a | 1b | 2a | 2b | 3a | 3b | 3c |
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UNIT FT5E 04 (A42) Provide Information to Support Decision Making

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

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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 FT5E 04 (A42) Provide Information to Support Decision Making**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Identify objectives for the **analysis** that are clear and consistent with the **decisions** that need to be made.  2 Select **information** that is accurate, relevant to the objectives of the **analysis**, and sufficient to arrive at a reliable **decision.**  3 Use **analysis** methods that are suitable to achieve the objectives you identified.  4 Analyse the **information** so that you correctly identify the patterns and trends.  5 Support the conclusions you draw from the **analysis** with reasoned argument and appropriate evidence.  6 Differentiate clearly between fact and opinion when presenting the results of the **analysis.**  7 Keep records of the **analysis** that are sufficient to show the assumptions and decisions made at each stage. | **Range**  *From your work you must show that you have carried out the following types of:*  1 **Analysis**  (a) formal and planned  (b) informal and ad hoc  *to inform:*  2 **Decisions concerning**  (a) day to day operations  (b) changes in organisational policy that affect operations  *using the following:*    3 **Information**  (a) qualitative  (b) quantitative |

**UNIT FT5E 04 (A42) Provide Information to Support Decision Making**

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

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**UNIT FT5E 04 (A42) Provide Information to Support Decision Making**

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

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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 FT5E 04 (A42) Provide Information to Support Decision Making**

Element 4 (A42.4) Advise and inform others

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| **Performance Criteria**  *To meet the national standard, you must:*    1 Research the **advice and information** needs of your **recipients** in a way which is appropriate and sufficient and takes account of **organisational constraints**.  2 Provide **advice and information** at a time and place and in a **form** and manner appropriate to the needs of your **recipients**.  3 Provide **information** that is accurate, current, relevant and sufficient.  4 Provide **advice** that is consistent with organisational policy, procedures and constraints.  5 Support **advice** with reasoned argument and appropriate evidence.  6 Confirm their **recipients**’ understanding of the **advice and information** you have given.  7 Maintain confidentiality according to organisational and legal requirements.  8 Use feedback from recipients to improve future provision of **advice and information**. | **Range**  *From your work you must show that you have provided the following:*  1 **Advice and information**  (a) in response to a request  (b) on your own initiative  *to the following*:  2 **Recipients**  (a) team members  (b) colleagues working at the same level  (c) higher level managers and sponsors  (d) people outside your organisation  *in the following*:  3 **Forms**  (a) spoken  (b) written  *within the following:*  4 **Organisational constraints**  (a) organisational objectives  (b) organisational policies  (c) resources |

**UNIT FT5E 04 (A42) Provide Information to Support Decision Making**

Element 4 (A42.4) Advise and inform others

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| **No** | **Description of evidence** | 1a | 1b | 2a | 2b | 2c | 2d | 3a | 3b | 4a | 4b | 4c |
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**UNIT FT5E 04 (A42) Provide Information to Support Decision Making**

Element 4 (A42.4) Advise and inform others

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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 FT5F 04 (PW18) Obtain the Facilities and Services Required for Play Provision**

This Unit has the following Elements:

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

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

**Unit Summary**

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

Target Group

The Unit is for you to have some responsibility for the management of facilities in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

This Unit 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. |

**UNIT FT5F 04 (PW18) Obtain the Facilities and Services Required for Play Provision**

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

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| **Performance Criteria**  *To meet the national standard, you must:*    1 Work with others to establish criteria for the type of **facilities and services** you need.  2 Make sure these criteria are consistent with legal, regulatory and organisational requirements.  3 Evaluate a range of possible **facilities and services** using agreed criteria.  4 Identify **facilities and services** that can be made suitable for playwork provision through the most efficient use of resources.  5 Ensure that **facilities and services** support inclusion.  6 Collect and record information about selected **facilities and services** and consult with **others**.  **Range**  *From your work you must show that you have identified and evaluated the following:*  1 **Facilities and services**  (a) internal and external premises  (b) play equipment and other resources  (c) for the health, safety, security and protection of children and young people  (d) to enable inclusion  (e) for off-site trips  (f) for the provision of food and drink  *and consulted the following:*  2 **Others**  (a) children and young people  (b) parents and carers  (c) groups making use of the facilities and services  (d) colleagues  (e) key partners | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following*:  K1 How the Playwork Principles specifically relate to this Unit.  K2 Aspects of the physical environment — including natural and man-made elements, loose parts etc — that facilitate play.  K3 How children and young people relate to the physical environment and the implications for play and play provision.  K4 Stages of child development and how this affects the types of physical environments appropriate to children and young people at different stages.  K5 Issues to do with inclusion that you must consider when evaluating possible physical environments for play.  K6 The legal, regulatory and organisational requirements that apply to your facilities and services and why these are important.  K7 The importance of negotiating and agreeing criteria before choosing potential facilities and services.  K8 The types of criteria you should consider when looking for facilities and services for playwork provision and how to identify and negotiate these.  K9 How to identify potential facilities and services and their owners and suppliers.  K10 How to evaluate facilities and services against agreed criteria.  K11 How to determine whether facilities and services can be made suitable for playwork provision cost effectively.  K12 The records you should keep.  K13 How to consult and negotiate with colleagues and potential users. |

**UNIT FT5F 04 (PW18) Obtain the Facilities and Services Required for Play Provision**

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

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|  |  | Performance Criteria | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 |
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**UNIT FT5F 04 (PW18) Obtain the Facilities and Services Required for Play Provision**

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

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|  |  | Knowledge and Understanding | | | | | | | | | | | | |
| **No** | **Description of evidence** | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 | K11 | K12 | K13 |
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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 FT5F 04 (PW18) Obtain the Facilities and Services Required for Play Provision**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Carry out enquiries and negotiations in a way which maintains good working relationships.  2 Reach agreements with suppliers which meet agreed criteria and follow your organisation’s requirements.  3 Seek advice and support if there are difficulties reaching agreement.  4 Establish mutual expectations and responsibilities.  5 Make clear and accurate records of the agreements you have made and make these available to others.  **Range**  *From your work you must show that you have obtained the following:*  1 **Facilities and services**  (a) internal and external premises  (b) play equipment and other resources  (c) for the health, safety, security and protection of children and young people  (c) to enable inclusion  (d) for off-site trips  (e) for the provision of food and drink | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*  K14 How to carry out enquiries and negotiations in a way that will maintain good working relationships and why this is important.  K15 Your organisation’s requirements and procedures for entering into agreements about facilities and services.  K16 Where you can seek advice and support if you have difficulties achieving agreement with owners and suppliers.  K17 Why it is important to establish mutual expectations and responsibilities with owners and suppliers.  K18 Why it is important to keep accurate records of agreements and how to do so. |

**UNIT FT5F 04 (PW18) Obtain the Facilities and Services Required for Play Provision**

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

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|  |  | Performance Criteria | | | | | Range | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 1a | 1b | 1c | 1d | 1e | 1f |
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|  |  | Knowledge and Understanding | | | | |
| **No** | **Description of evidence** | K14 | K15 | K16 | K17 | K18 |
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**UNIT FT5F 04 (PW18) Obtain the Facilities and Services Required for Play Provision**

**Element 2 (PW18.2)** Obtain facilities and services for playwork 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 FT5G 04 (PW19) Manage and Develop Play Facilities and Services**

This Unit has the following Elements:

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

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

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

**Unit Summary**

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

Target Group

The Unit is for you if you have some responsibility for the management of facilities and services in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

This Unit is underpinned by the Playwork Principles and staff must be familiar with them 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 with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics. |
| **Competent source** | A person or agency, either inside or outside of the organisation, who has specific and recognised expertise in health and safety issues. |
| **Inclusion** | Ensuring that play provision is open and accessible to all and takes positive action in removing barriers so that all children and young people, including the disabled and those from other minority groups, can participate. |
| **Play** | Play is freely chosen, personally directed and intrinsically motivated. |
| **Responding to behaviour** | Managing your own response to children’s ways of being/behaving. |

**UNIT FT5G 04 (PW19) Manage and Develop Play Facilities and Services**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Make sure you have the necessary information about legal, regulatory and organisational requirements for the condition of **facilities** and **services**.  2 Keep complete and accurate records of the **facilities** and **services** you are responsible for.  3 Carry out regular inspections of the **facilities** and **services** you are responsible for, in line with legal, regulatory and organisational requirements.  4 Keep accurate records of your inspections.  5 Consult staff and **users** of your **facilities** and **services** and identify areas where they feel improvements could be made.  6 Make sure your records are available to colleagues and external agencies when needed.  7 Make necessary reports to your organisation and external agencies.  **Range**  *From your work you must show that you have carried out inspections of the following:*  1 **Facilities**  (a) internal and external premises  (b) play equipment and other resources  (c) toilets and other hygiene provision  (d) areas for the preparation and serving of food  *and the following:*  2 **Services**  (a) for play  (b) for the health, safety, security and protection of children and young people  (c) for recording attendance  (d) for off-site trips | **Range (cont)**  (e) provision of food and drink  (f) for inclusion  (g) for responding to behaviour  (h) for working with parents and carers  *and consulted the following:*  3 **Users**  (a) children and young people  (b) parents and carers  (c) groups making use of the facilities and services  (d) groups who experience barriers to access  **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*  K1 How the Playwork Principles specifically relate to this Unit.  K2 The legal, regulatory and organisational requirements — including those for health and safety, disability, equal opportunities and the provision of children’s services — that apply to your facilities and services and why these are important.  K3 The records you are required to keep and how to do so.  K4 Requirements for the regular inspection of facilities and services.  K5 The importance of ensuring facilities are open and accessible to all and what to look for.  K6 Effective procedures for consulting with staff and users of your facilities and services — including those who traditionally experience barriers to access — and why these are important.  K7 Reports that you need to make to your organisation and external agencies and why these are important. |

**UNIT FT5G 04 (PW19) Manage and Develop Play Facilities and Services**

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

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| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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| **No** | **Description of evidence** | 1a | 1b | 1c | 1d | 2a | 2b | 2c | 2d | 2e | 2f | 2g | 2h | 3a | 3b | 3c | 3d |
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**UNIT FT5G 04 (PW19) Manage and Develop Play Facilities and Services**

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

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|  |  | Knowledge and Understanding | | | | | | |
| **No** | **Description of evidence** | K1 | K2 | K3 | K4 | K5 | K6 | K7 |
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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 FT5G 04 (PW19) Manage and Develop Play Facilities and Services**

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

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| **Performance Criteria**  *To meet the national standard, you must:*    1 Carry out **risk** assessments of play facilities and services in line with legal and organisational requirements.  2 Seek advice from a competent source when you are unsure about how to minimise identified **risks**.  3 Establish procedures for managing **risks** to a level acceptable to your organisation and legal and regulatory requirements.  4 Ensure that everyone using the setting has accurate information about **hazards, risks** and the steps you have taken to manage these.  5 Carry out regular reviews of your procedures for assessing and managing **risks**.  **Range**  *From your work you must show that you have assessed and managed the following:*  1 **Risks**  (a) to health  (b) to safety  (c) to security  (d) to child protection | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*  K8 The types of hazards that you are likely to encounter in a play facility and how to identify these.  K9 The role and importance of risk in children and young people’s play and how to take account of this when carrying out risk assessments.  K10 The particular risks that disabled children may face and how to manage these effectively.  K11 Competent sources of information on issues to do with hazards and risks and when you should consult them.  K12 How to carry out risk assessments of all aspects of the facilities and services you are responsible for.  K13 Acceptable levels of risk according to organisational, legal and regulatory requirements for the types of hazards you are likely to encounter.  K14 Risk management procedure for the types of hazards you are likely to encounter.  K15 How to communicate with colleagues and users of your setting on issues to do with risk and risk management.  K16 The importance of regularly reviewing and, if necessary, updating risk assessments. |

**UNIT FT5G 04 (PW19) Manage and Develop Play Facilities and Services**

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

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|  |  | Performance Criteria | | | | | Range | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 1a | 1b | 1c | 1d |
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|  |  | Knowledge and Understanding | | | | | | | | |
| **No** | **Description of evidence** | K8 | K9 | K10 | K11 | K12 | K13 | K14 | K15 | K16 |
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**UNIT FT5G 04 (PW19) Manage and Develop Play Facilities and Services**

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

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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 FT5G 04 (PW19) Manage and Develop Play Facilities and Services**

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

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| **Performance Criteria**  *To meet the national standard, you must:*    1 Identify aspects of **facilities** and **services** that do not meet organisational, legal and regulatory requirements or the expectations of your users.  2 Identify opportunities for maintenance and improvement working in consultation with colleagues and **users**.  3 Seek the advice and support of competent professionals when necessary.  4 Arrange for the maintenance and improvements to **facilities** and **services** to be carried out in line with your organisation’s procedures and the recommendations of manufacturers and suppliers.  5 Make sure that work carried out meets organisational, legal and regulatory requirements and is done according to schedule and budget.  6 Keep all colleagues and **users** informed of maintenance and improvements and keep disruption to a minimum.  7 Keep accurate records of maintenance and improvement activities.  **Range**  *From your work you must show that you have maintained and improved the following types of:*  1 **Facilities**  (a) internal and external premises  (b) play equipment and other resources  (c) toilets and other hygiene provision  (d) areas for the preparation and serving of food | **Range (cont)**  *and the following:*  2 **Services**  (a) for play  (b) for the health, safety, security and protection of children and young people  (c) for recording attendance  (d) for off-site trips  (e) provision of food and drink  (f) for inclusion  (g) for responding to behaviour  (h) for working with parents and carers  *and consulted the following:*  3 **Users**  (a) children and young people  (b) parents and carers  (c) groups making use of the facilities and services  (d) groups who traditionally experience barriers to access  **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*  K17 The importance of maintaining the quality of your setting and seeking to make continuous improvements.  K18 How to identify opportunities for improvement.  K19 Competent professionals whose advice you should seek on issues to do with maintenance and improvement of the facilities and services and services you are responsible for.  K20 Procedures for carrying out maintenance and improvement work in your facility.  K21 The importance of keeping to schedule and budget wherever possible.  K22 The importance of keeping records of changes that have taken place. |

**UNIT FT5G 04 (PW19) Manage and Develop Play Facilities and Services**

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

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| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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**UNIT FT5G 04 (PW19) Manage and Develop Play Facilities and Services**

Element 3 (PW19.3) **Maintain and improve facilities and 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 FT5H 04 (PW20) Work with Other Organisations, Agencies and Professionals**

This Unit has the following Elements:

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

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

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

**Unit Summary**

This Unit is about promoting your area of work and its value to the community and setting up and maintaining networks that could be useful to your job. It also covers carrying out joint work with other organisations, agencies and professional.

Target Group

This Unit is for you if you are regularly involved in promoting your organisation and working closely with related organisations, agencies and professionals in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

This Unit is underpinned by the Playwork Principles and staff must be familiar with them 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. |
| **Non statutory** | An organisation or agency that is not established by law. |
| **Statutory** | An organisation or agency established by law. |

**UNIT FT5H 04 (PW20) Work with Other Organisations, Agencies and Professionals**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Identify other **organisations, agencies and individuals** with whom you could work productively.  2 Establish contact with these **organisations, agencies and individuals.**  3 Deal with approaches from other **organisations, agencies and individuals** positively and co-operatively.  4 Explore with other **organisations, agencies and individuals** the possible benefits of future links.  5 Agree with them how you will maintain contact and exchange information in the future.  6 Exchange relevant information with the other **organisations, agencies and individuals** as and when it is of benefit to those involved.  **Range**  *From your work you must show that you have maintained links with the following types of:*  1 **Organisations, agencies and individuals**  (a) from the field of playwork  (b) from other areas of specialism  (c) statutory  (d) non-statutory  (e) those who traditionally experience barriers to access | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*  K1 How the Playwork Principles specifically relate to this Unit.  K2 Why networking is important.  K3 The range of organisations and individuals with whom you could develop working relationships consistent with their job role.  K4 The mutual benefits which could come about from joint work with these organisations and individuals.  K5 How to identify and approach suitable organisations and individuals.  K6 How to explore the possible advantages of joint working and maintain contact.  K7 How to establish and maintain effective working relationships with other organisations and individuals.  K8 The importance of responding positively and co-operatively to other organisations and individuals.  K9 The importance of reaching organisations and individuals who experience barriers to access and how to do this effectively. |

**UNIT FT5H 04 (PW20) Work with Other Organisations, Agencies and Professionals**

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

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| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 1a | 1b | 1c | 1d | 1e |
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|  |  | Knowledge and Understanding | | | | | | | | |
| **No** | **Description of evidence** | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 |
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**UNIT FT5H 04 (PW20) Work with Other Organisations, Agencies and Professionals**

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

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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 FT5H 04 (PW20) Work with Other Organisations, Agencies and Professionals**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Identify opportunities to promote the value of play and playwork to other **organisations, agencies and individuals**.  2 Communicate the purpose, values and methods of your area of work.  3 Communicate information about your own and other **organisations** which provide similar opportunities.  4 Emphasise the benefits of your work for the wider community.  5 Present information in a language and style which is appropriate to the **organisations, agencies and individuals** involved.  6 Promote the value of play and playwork in a way which is consistent with organisational policies and practices.  **Range**  *From your work you must show that you have promoted the value of play and playwork to the following types of:*  1 **Organisations, agencies and individuals**  (a) from other areas of specialism  (b) statutory  (c) non-statutory  (d) those who traditionally experience barriers to access | **Knowledge and Understanding**    *To be competent in this Unit, you must know and understand the following:*  K10 Why it is important to promote your own area of work and its values, purpose and methods widely.  K11 The types of opportunities which you could use to promote your work and own organisation and how to identify suitable ones.  K12 Presentation skills, and how to tailor presentations to the needs of different types of audiences including those who may have different communication needs.  K13 How to promote your area of work in a way that addresses other people’s preconceptions and views.  K14 The benefits of your work to the community and how to emphasise these.  K15 Why it is important to obtain feedback from organisations, agencies and individuals in the community about initiatives and what to do with such feedback.  K16 Types and language and styles of presentation appropriate to the types of people listed in the range.  K17 Organisational policies and practices which need to be kept in mind when promoting playwork. |

**UNIT FT5H 04 (PW20) Work with Other Organisations, Agencies and Professionals**

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

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| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 1a | 1b | 1c | 1d |
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|  |  | Knowledge and Understanding | | | | | | | |
| **No** | **Description of evidence** | K10 | K11 | K12 | K13 | K14 | K15 | K16 | K17 |
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**UNIT FT5H 04 (PW20) Work with Other Organisations, Agencies and Professionals**

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

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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 FT5H 04 (PW20) Work with Other Organisations, Agencies and Professionals**

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

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| **Performance Criteria**  *To meet the national standard, you must:*   1. Agree the aims, objectives and working methods of joint working. 2. Agree the roles and responsibilities of yourself and other **organisations, agencies and individuals**. 3. Only agree responsibilities that are consistent with your level of responsibility and competence. 4. Agree how you will maintain contact and review progress during joint working. 5. Keep other **organisations, agencies and individuals** informed of your own progress and review the progress they are making. 6. Solve problems jointly. 7. Maintain effective working relationships with other **organisations, agencies and individuals** throughout joint working.   **Range**  *From your work you must show that you have worked jointly with the following types of:*  1 **Organisations, agencies and individuals**  (a) from the field of playwork  (b) from other areas of specialism  (c) statutory  (d) non-statutory  (e) those who traditionally experience barriers to access | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*  K18 The importance of clearly agreeing the aims, objectives and roles and responsibilities involved in joint working.  K19 The importance of only taking on responsibilities which are feasible and consistent with the organisation’s policies.  K20 The candidate’s job role and organisational responsibilities relevant to joint working.  K21 Negotiation and problem solving skills relevant to joint working.  K22 The importance of maintaining contact and reviewing progress with the other organisations and individuals involved and how to do so.  K23 The importance of promptly informing other organisations and individuals of any difficulties in joint work.  K24 The types of difficulties which can occur in joint working and how to deal with these. |

**UNIT FT5H 04 (PW20) Work with Other Organisations, Agencies and Professionals**

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

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|  |  | Performance Criteria | | | | | | | Range | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1a | 1b | 1c | 1d | 1e |
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|  |  | Knowledge and Understanding | | | | | | |
| **No** | **Description of evidence** | K18 | K19 | K20 | K21 | K22 | K23 | K24 |
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**UNIT FT5H 04 (PW20) Work with Other Organisations, Agencies and Professionals**

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

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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 FT5J 04 (PW21) Develop and Implement Procedures to Safeguard Children and Young People**

This Unit has the following Elements:

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

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

**Unit Summary**

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

Target Group

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

This Unit is underpinned by the Playwork Principles and staff must be familiar with them 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 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/people** | Children/people with impairments who experience barriers to accessing mainstream child care and play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex needs which may be permanent or temporary. |
| **Neglect** | The child not receiving a level of care (for example, food, drink, personal hygiene, clothing) sufficient for she or he to develop in the same way as other children of her/his age and stage of development. |

**UNIT FT5J 04 (PW21) Develop and Implement Procedures to Safeguard Children and Young People**

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

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| **Performance Criteria**    *To meet the national standard, you must:*    1 Make sure you have all the necessary information about current legal, regulatory and organisational requirements and best practice in relation to the protection of children and young people from **abuse**.  2 Regularly review your own procedures for the protection of children and young people from **abuse** to make sure they are consistent with legal, regulatory and organisational requirements and best practice.  3 Where necessary, update your procedures working in collaboration with **others**.  4 Make sure that colleagues and users are aware of and understand the procedures.  5 Make sure that colleagues receive the necessary training and support to implement your procedures correctly.  **Range**  *From your work you must show that you have updated your procedures in collaboration with the following:*  1 **Others**  (a) managers  (b) team members  (c) users of your setting  (d) experts in the protection of children and young people  *and ensured your procedures cover the following types of:*  2 **Abuse**  (a) physical  (b) neglect  (c) emotional  (d) sexual  (e) bullying | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*  K1 How the Playwork Principles specifically relate to this Unit.  K2 Your own role and responsibilities in relation to the protection of children and young people.  K3 Sources of current and accurate information the organisational, legal and regulatory requirements for the protection of children and young people and how to access these.  K4 What are the current organisational, legal and regulatory requirements and the principles that underpin these.  K5 Sources of information on best practice in relation to the protection of children and young people from abuse and how to access these.  K6 The importance of understanding that disabled children may be more vulnerable to abuse.  K7 The importance of regularly reviewing your procedures and making sure they comply with requirements and best practice.  K8 How to involve staff and users in reviews of procedures.  K9 How to assess risk in relation to potential abuse within your setting and put in place measures to protect children, young people and staff within the setting.  K10 Sources of expertise you can draw on to make sure your procedures are robust.  K11 How to communicate your procedures effectively to staff and users.  K12 The importance of training staff in procedures and how to provide or access appropriate training. |

**UNIT FT5J 04 (PW21) Develop and Implement Procedures to Safeguard Children and Young People**

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

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|  |  | Performance Criteria | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 |
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| **No** | **Description of evidence** | 1a | 1b | 1c | 1d | 2a | 2b | 2c | 2d | 2e |
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**UNIT FT5J 04 (PW21) Develop and Implement Procedures to Safeguard Children and Young People**

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

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|  |  | Knowledge and Understanding | | | | | | | | | | | |
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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 FT5J 04 (PW21) Develop and Implement Procedures to Safeguard Children and Young People**

El**ement 2 (PW21.2)** Implement procedures to safeguard children and young people

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| **Performance Criteria**  *To meet the national standard, you must:*    1 Monitor the implementation of your procedures for the protection of children and young people.  2 Identify instances where procedures are not being implemented correctly and provide the necessary training and support.  3 Promptly identify when there are suspicions that children and young people are experiencing **abuse**.  4 Sensitively collect and assess as much information as possible about suspected **abuse**.  5 Promptly follow the correct procedures for reporting the information you have collected and assessed.  6 Ensure that yourself and any other staff involved receive support.  7 Maintain the confidentiality of information.  **Range**  *From your work you must show that you have researched the following types of:*  1 **Abuse**  (a) physical  (b) neglect  (c) emotional  (d) sexual  (e) bullying | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*  K13 The importance of continuously monitoring your procedures for the protection of children and young people and how to carry out such monitoring.  K14 How to identify when procedures are not being followed correctly.  K15 How to provide training and support to ensure procedures will be followed in future.  K16 The importance of responding to suspicions about abuse promptly and correctly.  K17 How to collect information about suspected abuse sensitively and assess this information.  K18 Correct procedures for reporting suspicions of abuse.  K19 Why yourself and colleagues may need support and the kinds of support that may be necessary.  K20 Why confidentiality is important and how to maintain confidentiality. |

**UNIT FT5J 04 (PW21) Develop and Implement Procedures to Safeguard Children and Young People**

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

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|  |  | Performance Criteria | | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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**UNIT FT5J 04 (PW21) Develop and Implement Procedures to Safeguard Children and Young People**

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

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|  |  | Knowledge and Understanding | | | | | | | |
| **No** | **Description of evidence** | K13 | K14 | K15 | K16 | K17 | K18 | K19 | K20 |
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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 FT5K 04 (PW22) Research, Design and Facilitate Possibilities for Self-directed Play**

This Unit has the following Elements:

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

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

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

**Element 4 (PW22.4)** Help children and young people to manage risk during play

**Unit Summary**

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

Target Group

The Unit is for you if you work directly with children on a day-to-day basis and have a responsibility for developing and maintaining play spaces in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

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

**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. |
| **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. |

**UNIT FT5K 04 (PW22) Research, Design and Facilitate Possibilities for Self-directed Play**

**Keywords (cont)**

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| **What we mean by some of the words used in this Unit** | |
| **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. |
| **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. |
| **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. |

**UNIT FT5K 04 (PW22) Research, Design and Facilitate Possibilities for Self-directed Play**

**Keywords (cont)**

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| **What we mean by some of the words used in this Unit** | |
| **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 space** | 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. |
| **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 cues** | Facial expressions, language or body language that communicate the child or young person’s wish to play or invite others to play. |
| **Play frame** | A material or non-material boundary that keeps the play intact. |
| **Play needs** | What individual children and young people have to have in order 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. |
| **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. |
| **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. |

**UNIT FT5K 04 (PW22) Research, Design and Facilitate Possibilities for Self-directed Play**

**Keywords (cont)**

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| **What we mean by some of the words used in this Unit** | |
| **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. |
| **Transient play space** | Spaces that change, get modified, adapted or deconstructed 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. |

**UNIT FT5K 04 (PW22) Research, Design and Facilitate Possibilities for Self-directed Play**

**Knowledge and Understanding for the whole Unit**

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

1. How the Playwork Principles specifically relate to this Unit.
2. The short and long term benefits of play.
3. Playwork theories and models.
4. Theories from other disciplines such as psychology, biology and sociology which are relevant to an understanding of play.
5. Conflicting concepts of play provision such as socialisation, education, protection and compensation.
6. The importance of placing the playing child at the centre of the process.
7. The importance of inclusion and strategies to ensure play spaces and possibilities are inclusive.
8. Indicators/objectives you can use to evaluate play provision.
9. Behavioural modes associated with play:

* personally directed
* intrinsically motivated
* in secure context
* spontaneous
* goalless
* where the content and intent is under the control of the children and young people

1. The range of play types that are commonly accepted.
2. How to design opportunities for the following play types:

* communication play
* creative play
* deep play
* dramatic play
* exploratory play
* fantasy play
* imaginative play
* locomotor play
* mastery play
* object play
* role play
* rough and tumble
* social play
* socio-dramatic play
* symbolic play

**UNIT FT5K 04 (PW22) Research, Design and Facilitate Possibilities for Self-directed Play**

**Knowledge and Understanding for the whole Unit (cont)**

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.

K14 How to design and enable play for disabled children.

**UNIT FT5K 04 (PW22) Research, Design and Facilitate Possibilities for Self-directed Play**

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|  |  | Knowledge and Understanding for the whole Unit | | | | | | |
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|  |  | Knowledge and Understanding for the whole Unit | | | | | | |
| **No** | **Description of evidence** | K8 | K9 | K10 | K11 | K12 | K13 | K14 |
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**UNIT FT5K 04 (PW22) Research, Design and Facilitate Possibilities for 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**

**Assessor’s signature**  **Date**

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

**UNIT FT5K 04 (PW22) Research, Design and Facilitate Possibilities for Self-directed Play**

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

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| **Performance Criteria**    *To meet the national standard, you must:*    1 Research children and young people’s play and their interactions with the play environment using a range of **methods**.  2 Critically evaluate playwork theories in relation to the information collected.  3 Identify and adapt playwork models in order to identify appropriate spaces and possibilities for self directed play.  4 Ensure you take account of children and young people who may experience barriers to access.  5 Test your ideas for spaces and opportunities through interactions with children and young people.  6 Research and identify a range of play spaces and resources that will meet the play needs of children and young people.  **Range**  *From your work you must show that you have collected information using the following:*  1 **Methods**  (a) researching playwork theory and practice  (b) observing children and young people at play  (c) interacting with children and young people  (d) evaluating own experience of play | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*  K15 Methods of observing play and interacting with children and young people during play.  K16 The importance of having a critical understanding of your own experiences of and responses to play.  K17 How to critically evaluate playwork theories and models in the light of your observations and interactions with children and young people.  K18 How to test your ideas for play spaces and possibilities.  K19 Sources of information on play spaces and how children and young people may use them. |

**UNIT FT5K 04 (PW22) Research, Design and Facilitate Possibilities for Self-directed Play**

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

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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 | | | | |
| **No** | **Description of evidence** | K15 | K16 | K17 | K18 | K19 |
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**UNIT FT5K 04 (PW22) Research, Design and Facilitate Possibilities for Self-directed Play**

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

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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 FT5K 04 (PW22) Research, Design and Facilitate Possibilities for Self-directed Play**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Design **play spaces** that reflect your research and interactions with children and young people.  2 Make sure **play spaces** provide a rich variety of play possibilities.  3 Obtain the resources needed for these **play spaces**.  4 Work within the available budget or find other creative ways of obtaining or making resources.  5 Create the planned **play spaces** involving children and young people wherever possible.  6 Make sure that the range of **play environments** will be accessible for all children and young people.  7 Make sure the **play spaces** take account of health and safety requirements.  **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:*  K20 How to design play spaces that reflect your observations, research and critical evaluation.  K21 How to obtain and/or create resources needed for a range of play spaces.  K22 How to involve children and young people in the creation of play spaces.  K23 The importance of access for all children and how to ensure this happens.  K24 The health and safety requirements that are relevant to play spaces and how to ensure you take account of these. |

**UNIT FT5K 04 (PW22) Research, Design and Facilitate Possibilities for Self-directed Play**

**Element 2 (PW22.2)** Design spaces and possibilities for 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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| **No** | **Description of evidence** | K20 | K21 | K22 | K23 | K24 |
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**UNIT FT5K 04 (PW22) Research, Design and Facilitate Possibilities for Self-directed Play**

**Element 2 (PW22.2)** Design spaces and possibilities for 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**

**Assessor’s signature**  **Date**

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

**UNIT FT5K 04 (PW22) Research, Design and Facilitate Possibilities for Self-directed Play**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Encourage children and young people to interact with the range of **play spaces** themselves and develop their own responses.  2 Leave the content and intent of play to the children and young people.  3 Enable play to occur uninterrupted.  4 Enable children and young people to explore their own values.  5 Enable children and young people to develop in their own ways.  6 Hold children and young people’s play frames when necessary.  7 Provide a repertoire of responses to children’s play cues, modifying the environment and introducing new elements in a way that is sensitive to the needs of the children and young people.  **Range**  *From your work you must show that you have supported self-directed play using the following types of:*  1 **Play spaces**  (a) physical  (b) affective  (c) transient  (d) permanent | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*  K25 Why it is important for children and young people to choose and explore play spaces for themselves.  K26 The types of support you may need to provide and how to decide when it is appropriate to provide support.  K27 Why it is important to leave the content and intent of play to children and young people.  K28 Why it is important to allow play to continue uninterrupted.  K29 Why it is important to allow children to develop in their own ways and not to show them ‘better’ ways of doing things when they are playing unless they ask.  K30 The main stages of the play cycle.  K31 How to define a play frame.  K32 How to identify play cues.  K33 How to identify when and how to respond to a play cue. |

**UNIT FT5K 04 (PW22) Research, Design and Facilitate Possibilities for Self-directed Play**

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

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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** | K25 | K26 | K27 | K28 | K29 | K30 | K31 | K32 | K33 |
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**UNIT FT5K 04 (PW22) Research, Design and Facilitate Possibilities for Self-directed Play**

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

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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 FT5K 04 (PW22) Research, Design and Facilitate Possibilities for Self-directed Play**

**Element 4 (PW22.4)** **Help children and young people to manage risk during play**

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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 encourage them to manage risk themselves.  5 Balance the risks involved with the benefits of challenge and stimulation.  6 Only intervene if the level of risk becomes unacceptable.  **Range**  *From your work you must show that you managed risk for the following types of:*  1 **Hazard**  (a) physical  (b) emotional  (c) behavioural  (d) environmental | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*  K34 Why risk is important in play and how to encourage and support acceptable risk taking.  K35 Particular risks that disabled children face and how to help them manage these.  K36 Levels of risk acceptable according to organisational policies and procedures.  K37 The range of hazards that may occur during children’s play and how to recognise these.  K38 The basic stages of child development and the implications these have for levels of risk.  K39 How to assess risk according to age and stage of development.  K40 The importance of balancing risk with the benefits of challenge and stimulation. |

**UNIT FT5K 04 (PW22) Research, Design and Facilitate Possibilities for Self-directed Play**

**Element 4 (PW22.4)** **Help children and young people to manage risk during play**

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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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| **No** | **Description of evidence** | K34 | K35 | K36 | K37 | K38 | K39 | K40 |
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**UNIT FT5K 04 (PW22) Research, Design and Facilitate Possibilities for Self-directed Play**

**Element 4 (PW22.4)** **Help children and young people to manage risk during play**

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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 FT5L 04 (PW23) Support Others in Accessing the Resources they Need to Provide Play Environments**

This Unit has the following Elements:

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

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

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

**Unit Summary**

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

Target Group

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

This Unit is underpinned by the Playwork Principles and staff must be familiar with them 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. |
| **Resources** | For example, finance, advice and information, physical resources (such as equipment and materials, buildings etc), training and development. |

**UNIT FT5L 04 (PW23) Support Others in Accessing the Resources they Need to Provide Play Environments**

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

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| **Performance Criteria**  *To meet the national standard, you must:*  1 Identify relevant **organisations and individuals** who could benefit from your work.  2 Identify relevant **organisations and individuals** who have the resources to help those with similar needs.  3 Prioritise the needs of **organisations and individuals** according to agreed criteria.  4 Record these **needs** and **resources** clearly and accurately.  5 Keep all information up-to-date and only make it available with the approval of the **organisations and individuals** involved.  6 Deal with the **organisations and individuals** involved in a way that maintains a lasting relationship.  **Range**  *From your work you must show that you have worked effectively with the following:*  1 **Organisations and individuals**  (a) departments in the same organisation  (b) external organisations  (c) other practitioners  (d) other professionals  (e) groups who traditionally experience barriers to access  *and collected information on the following:*  2 **Needs and resources**  (a) finance  (b) advice and information  (c) physical resources  (d) training and development | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*   1. How the Playwork Principles specifically relate to this Unit. 2. The range of organisations and individuals relevant to your work. 3. How to identify those organisations and individuals. 4. How to identify and prioritise needs according to agreed criteria. 5. The importance of recording needs and resources. 6. How to keep information on the needs and resources of relevant organisations and individuals accurate and up-to-date. 7. The importance of confidentiality and not divulging information without agreement. 8. The importance of maintaining lasting relationships with the organisations and individuals involved and how to do this. 9. The importance of making contact with groups who traditionally experience barriers to access and how to do so. |

**UNIT FT5L 04 (PW23) Support Others in Accessing the Resources they Need to Provide Play Environments**

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

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| **No** | **Description of evidence** | 1a | 1b | 1c | 1d | 1e | 2a | 2b | 2c | 2d |
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**UNIT FT5L 04 (PW23) Support Others in Accessing the Resources they Need to Provide Play Environments**

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

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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**

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**UNIT FT5L 04 (PW23) Support Others in Accessing the Resources they Need to Provide Play Environments**

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

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| **Performance Criteria**  *To meet the national standard, you must:*    1 **Maintain** the flow of information between **organisations and individuals** efficiently and effectively as required.  2 Make sure the information is clear, accurate, up-to-date and in a form and style appropriate to those involved.  3 Take opportunities to collect and pass on relevant information to other **organisations and individuals**.  4 Take opportunities to bring new **organisations and individuals** into networking arrangements.  5 Collect feedback from the **organisations and individuals** involved and review the networking arrangements on a regular basis.  **Range**  *From your work you must show that you have covered the following ways to:*  1 **Maintain** the flow of information  (a) producing written information  (b) formal and informal meetings  (c) providing publications  (d) networking  *between the following types of:*  2 **Organisations and individuals**  (a) departments in the same organisation  (b) external organisations  (c) other practitioners  (d) other professionals  (e) groups who traditionally experience barriers to access | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*  K10 The processes you should follow to help colleagues adjust to and develop their roles and responsibilities.  K11 The importance of maintaining the flow of information between relevant organisations and individuals.  K12 How to do this efficiently and effectively.  K13 How to keep the information clear and up-to-date.  K14 How to present information in a style and form that is appropriate for the organisations and individuals involved and why this is important.  K15 How to take opportunities as part of your day-to-day work to collect and pass on information and identify new people to bring into networking arrangements.  K16 The importance of reviewing networking arrangements on a regular basis.  K17 How to enable networking that involves groups who traditionally experience barriers to access. |

**UNIT FT5L 04 (PW23) Support Others in Accessing the Resources they Need to Provide Play Environments**

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

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|  |  | Performance Criteria | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 |
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| **No** | **Description of evidence** | 1a | 1b | 1c | 1d | 2a | 2b | 2c | 2d | 2e |
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**UNIT FT5L 04 (PW23) Support Others in Accessing the Resources they Need to Provide Play Environments**

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

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|  |  | Knowledge and Understanding | | | | | | | |
| **No** | **Description of evidence** | K10 | K11 | K12 | K13 | K14 | K15 | K16 | K17 |
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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 FT5L 04 (PW23) Support Others in Accessing the Resources they Need to Provide Play Environments**

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

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| **Performance Criteria**  *To meet the national standard, you must:*    1 Keep the relevant **organisations and individuals** informed of the **resources** that are available, any conditions attached and how they can access them.  2 Follow your organisation’s procedures for allocating **resources** to **organisations and individuals**.  3 Provide help to make applications for **resources**, as required.  4 Allocate **resources** fairly, according to need and in line with agreed criteria and priorities.  5 Check that **resources** are being used as agreed and deal with any variations from agreements.  6 Monitor and evaluate feedback from users on the allocation arrangements.  **Range**  *From your work you must show that you have co-ordinated the following types of:*  1 **Resources**  (a) finance  (b) advice and information  (c) physical resources  (d) training and development  *to the following:*  2 **Organisations and individuals**  (a) departments in the same organisation  (b) external organisations  (c) other practitioners  (d) other professionals  (e) groups who traditionally experience barriers to access | **Knowledge and Understanding**  *To be competent in this Unit, you must know and understand the following:*  K18 The importance of keeping people informed of the resources available to them.  K19 Organisational procedures for allocating resources, how organisations should make applications and how these applications should be judged.  K20 Resources that may be needed to support the inclusion of disabled children and how to access and provide these.  K21 The importance of monitoring how resources are being used and making sure that agreements are being kept to.  K22 The importance of regular reviews of how resources are being allocated. |

**UNIT FT5L 04 (PW23) Support Others in Accessing the Resources they Need to Provide Play Environments**

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

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|  |  | Performance Criteria | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 |
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**UNIT FT5L 04 (PW23) Support Others in Accessing the Resources they Need to Provide Play Environments**

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

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|  |  | Knowledge and Understanding | | | | |
| **No** | **Description of evidence** | K18 | K19 | K20 | K21 | K22 |
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| Notes/Comments |

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**Candidate’s signature**  **Date**

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**UNIT FT5M 04 (PW38) Implement Contemporary Frameworks Within a Play Context**

This Unit has the following Elements:

**Element 1 (PW38.1) Identify and research relevant contemporary frameworks**

Element 2 (PW38.2)Analyse contemporary frameworks within your play context

**Element 3 (PW38.2)** **Update and implement policy and practice based on analysis**

**Unit Summary**

This Unit is about researching contemporary frameworks which impact on working with children and young people within a play context, analysing current policies and practice within the context in which you operate and seeking to update and implement the policies and practices of your organisation to align them with contemporary frameworks.

Target Group

The Unit is for you if you have responsibility for developing your organisation’s policies and practices in regard to contemporary frameworks 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 FT5M 04 (PW38) Implement Contemporary Frameworks Within a Play Context**

**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. |
| **Intervention** | Anything that adults do that affects the way children play. |
| **Play** | Play is freely chosen, personally directed and intrinsically motivated. |
| **Play resources** | Equipment and materials that will stimulate play: natural materials (such as earth, water, sand, clay or wood); construction materials (such as blocks); computer and IT equipment; communication resources (resources to support speaking, listening, reading and writing); ‘loose parts’ ( items that can be moved from place to place, carried, rolled, lifted, piled one on top of the other or combined to create new structures or experiences); real tools (such as carpentry or cooking equipment); bikes, trolleys, swings, climbing structures and ropes; paints, drawing equipment, modelling and fabrics; music, colours, scientific and mathematical equipment (such as clocks and calendars); dressing up materials, mirrors, cameras, videos to enable children to explore their own identity; items or experiences (such as poetry and literature) that allow for reflection about abstract concepts. |
| **Play types** | Broad categories that describe the way children and young people play. Current research suggests there are fifteen or sixteen play types but these may change in the light of ongoing research. Commonly agreed play types include:   * symbolic play * rough and tumble * socio-dramatic play * social play * creative play * communication play * dramatic play * deep play * exploratory play * fantasy play * imaginative play * locomotor play * mastery play * object play * role play |

**UNIT FT5M 04 (PW38) Implement Contemporary Frameworks Within a Play Context**

**Keywords**

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| **What we mean by some of the words used in this Unit** | |
| **Relevant colleagues** | For example team members, other staff working at the same level as yourself, line or project manager, management committee. |
| **Risk** | The likelihood of a hazard actually causing harm; this will often be influenced by the age or stage of development of the children and young people involved. |
| **Risk management** | Following procedures that keep risk to an acceptable level always bearing in mind that children and young people need to experience and learn to manage risk for themselves and that this is an important aspect of their development. |

**UNIT FT5M 04 (PW38) Implement Contemporary Frameworks Within a Play Context**

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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 an organisational framework for children and young people’s pla.y 3. Sources of information that can be used to research contemporary frameworks and how to access these. 4. The importance of keeping research up-to-date. 5. The UN Convention on the Rights of the Child and how this affects play provision. 6. National legislation that impacts on playwork provision including legislation covering Disability and Equal Opportunities and legislation relating to Children. 7. National regulatory frameworks and registration criteria. 8. Social policy frameworks, such as health, education, integrative working. 9. The importance of understanding the social, economic, political and ethical context in which play provision takes place. 10. Sources of information you can use to carry out research into social, economic, political and ethical factors and how to access these. 11. How to apply key aspects of playwork theory to the context in which you are operating as a playworker. 12. The importance of your organisation having policies to cover: nature and purpose of play, play types, play resources, risk and risk management, staffing, adult intervention, care and protection and inclusion. 13. Sources of information on how to develop such policies. 14. How to assess, evaluate and update your organisation’s current framework in the light of your research. 15. The purpose of policies and how policies can be designed to uphold and promote children and young people’s rights. 16. Opportunities to influence policy within your organisation. |

**UNIT FT5M 04 (PW38) Implement Contemporary Frameworks Within a Play Context**

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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.*

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**UNIT FT5M 04 (PW38) Implement Contemporary Frameworks Within a Play Context**

**Element 1 (PW38.1)** Identify and research relevant contemporary frameworks

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| **Performance Criteria**  *To meet the national standard, you must:*     1. Identify and research relevant and up-to-date sources of information on contemporary frameworks. 2. Analyse this information and identify **key frameworks** that are relevant to you and the children and young people you work with. 3. Share your analysis with relevant colleagues and partners in a way that will stimulate a response. 4. Discuss and evaluate the feedback you receive. 5. Identify the key aspects of your research that are most relevant to your organisation and the needs of the children and young people that you work with.   6 Maintain your research and evaluation on a regular basis. |  |

Range

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

1. **Key frameworks:**

(a) registration and regulation

(b) social policy, including education and health

(c) economic and funding

(d) political

**UNIT FT5M 04 (PW38) Implement Contemporary Frameworks Within a Play Context**

**Element 1 (PW38.1)** Identify and research relevant contemporary frameworks

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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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| Notes/Comments |

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

**UNIT FT5M 04 (PW38) Implement Contemporary Frameworks Within a Play Context**

Element 2 (**PW38.2)** Analyse contemporary frameworks within your play context

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| **Performance Criteria**  *To meet the national standard, you must:*   1. Analyse your findings on contemporary frameworks in relation to the context in which you work. 2. Analyse your findings on contemporary frameworks in relation to playwork theory and practice. 3. Support the conclusions you draw from the analysis with reasoned argument and appropriate evidence. 4. Review your organisation’s current framework for play and playwork. 5. Identify areas of policy and practice which could be improved to better meet the requirements of key frameworks. 6. Develop suggestions for improving policy and practice in a way that will influence and persuade key decision makers. 7. Follow your organisation’s procedures for suggesting ways in which policy and practice could be improved. |  |

**UNIT FT5M 04 (PW38) Implement Contemporary Frameworks Within a Play Context**

Element 2 **(PW38.2)** Analyse contemporary frameworks within your play context

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| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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*The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.*

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**UNIT FT5M 04 (PW38) Implement Contemporary Frameworks Within a Play Context**

Element 3 (PW38.3) Update and implement policy and practice based on analysis

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| **Performance Criteria**  *To meet the national standard, you must:*   1. Provide advice and information about contemporary frameworks to key colleagues and partners. 2. Share your analysis with key colleagues and partners and take account of their feedback. 3. Update your organisation’s current framework for play and playwork based on analysis. 4. Update areas of policy to meet the requirements of key frameworks. 5. Update areas of practice to meet the requirements of key frameworks. |  |

**UNIT FT5M 04 (PW38) Implement Contemporary Frameworks Within a Play Context**

Element 3 (**PW38.3)** Update and implement policy and practice based on analysis

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**UNIT FM5C 04 (A28) Obtain Additional Finance for the Organisation**

This Unit has the following Element:

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

**Unit Summary**

This Unit is about identifying the need for and obtaining additional finance to fund the organisation’s proposed activities. The organisation may already be generating some surplus income through the ongoing supply of its products and/or services. This may be insufficient, however, to fund activities such as investment in new equipment or proposed changes to products and/or services and it is in instances such as these where additional finance might be required. A key aspect of this Unit is identifying types of finance and funding providers which are appropriate to the particular needs of the organisation. Whilst you would be expected to draw on the expertise of financial specialists, you are not expected to be a financial specialist yourself. For the purposes of this Unit, an ‘organisation’ can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating Unit, with a relative degree of autonomy, within a larger organisation.

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

Target Group

The Unit is recommended for senior managers.

**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.

* Thinking strategically
* Questioning
* Information Management
* Evaluating
* Presenting information
* Communicating
* Decision-making
* Risk-management
* Prioritising
* Contingency-planning
* Monitoring
* Involving others
* Planning
* Forecasting
* Influencing and persuading
* Problem-solving
* Leadership
* Reviewing
* Negotiating

**UNIT FM5C 04 (A28) Obtain Additional Finance for the Organisation**

**Knowledge and Understanding for the whole Unit**

*To be cpmpetent in this Unit you must know and understand:*

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| **General Knowledge and Understanding**  K1 Why organisations might need additional finance for their proposed activities.  K2 Where to obtain and how to evaluate information in order to identify an organisation’s requirement for additional finance.  K3 Sources of specialist financial expertise and how to make effective use of them.  K4 Different types of finance.  K5 Different providers of finance.  K6 How to evaluate the costs, benefits and risks of different types and providers of finance.  K7 Criteria for selecting types and providers of finance which are appropriate to organisational needs and the views of stakeholders.  K8 The importance of risk in obtaining additional finance and ways in which the level of risk can be identified and managed.  K9 How to work out the full cost of obtaining finance from providers.  K10 The importance of consulting with relevant people in the organisation and key stakeholders on proposals and recommendations for obtaining additional finance.  K11 The importance of submitting clear proposals or bids or applications to potential providers of finance and allowing sufficient time for their submission and consideration.  K12 The type of formal agreements that should be put in place with providers of finance and what they should cover.  K13 The type of actions that might need to be taken in the event of a shortfall in additional funding.  K14 Why it is necessary to put contingency plans in place in relation to obtaining additional finance and the type of contingencies that might occur.  K15 How to monitor the effectiveness of agreements put in place for providing additional finance.  K16 The changes that might need to be made to agreements for additional finance.  **Industry/sector specific Knowledge and Understanding**  K17 The types and providers of finance that tend to be used in your industry or sector, and why they are preferred.  K18 Guidelines and codes of practice and any legislative, regulatory and ethical requirements in relation to types and providers of funding in your industry or sector.  **Context specific Knowledge and Understanding**  K19 The vision, objectives and plans of the organisation.  K20 The proposed activities of the organisation, including those which require additional finance.  K21 The organisation’s stakeholders and their views in relation to the financing of the organisation’s activities.  K22 The current types and providers of finance used by the organisation and other potential types and providers of finance and their associated costs, benefits and risks.  K23 The particular needs of the organisation in terms of securing additional finance, including the organisation’s attitude to risk. |

**UNIT FM5C 04 (A28) Obtain Additional Finance for the Organisation**

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| **Context specific Knowledge and Understanding (cont)**  K24 Relevant people in the organisation and any key stakeholders who should be consulted on proposals and recommendations for obtaining additional finance.  K25 Proposals or bids or applications submitted to providers of finance and how they have been progressed.  K26 Formal agreements with providers of additional finance to the organisation.  K27 The contingency plans that have been put in place in relation to additional finance.  K28 The specialist financial expertise currently used by your organisation and other potential sources of expertise.  K29 The systems in place for monitoring the effectiveness of the agreements for additional finance and identifying changes to agreements and improvements for the future. |

**UNIT FM5C 04 (A28) Obtain Additional Finance for the Organisation**

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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 | | | | | | | | | |
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**UNIT FM5C 04 (A28) Obtain Additional Finance for the Organisation**

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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**

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**UNIT FM5C 04 (A28) Obtain Additional Finance for the Organisation**

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

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| Performance Criteria  *You must be able to do the following:*  1 Identify the additional finance required to fund the organisation’s proposed activities.  2 Seek and make effective use of specialist financial expertise.  3 Evaluate the costs, benefits and risks of the current types and providers of finance used by the organisation and other potential types and providers of finance.  4 Select the types of finance which are most appropriate to the needs of the organisation, taking account of levels of acceptable risk and views of stakeholders, and identify possible providers.  5 Present fully-costed proposals and recommendations for obtaining additional finance to relevant people in the organisation and, where appropriate, any key stakeholders, and discuss and agree on potential providers of finance.  6 Ensure timely submission of clear proposals or bids or applications to potential providers of finance and seek regular updates on progress.  7 Put formal agreements in place with providers for agreed amounts of finance at agreed times and, as appropriate, agreed costs and repayment schedules.  8 Identify any shortfall in the level of additional funding obtained and take appropriate action.  9 Put contingency plans in place to deal with any problems in the additional finance being made available and any changes to the level of additional finance required.  10 Monitor the effectiveness of the agreements for providing additional finance, identifying and making changes where necessary and identifying improvements for the future. | **Behaviours**  *You must consistently demonstrate that:*   1. You reflect regularly on your own and others’ experiences, and use these to inform future action. 2. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes. 3. You show sensitivity to stakeholders’ needs and interests and manage these effectively. 4. You identify the implications or consequences of a situation. 5. You act within the limits of your authority. 6. You identify and work with people and organisations that can provide support for your work. 7. You constructively challenge the status quo and seek better alternatives. 8. You are vigilant for potential risks. 9. You identify and raise ethical concerns. 10. You recognise changes in circumstances promptly and adjust plans and activities accordingly. 11. You work to a clearly defined vision of the future. |

**UNIT FM5C 04 (A28) Obtain Additional Finance for the Organisation**

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

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|  |  | Performance Criteria | | | | | | | | | |
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|  |  | Behaviours | | | | | | | | | | |
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**UNIT FM5C 04 (A28) Obtain Additional Finance for the Organisation**

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

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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 DR5T 04 (A29) Manage Finance for your Area of Responsibility**

This Unit has the following Element:

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

**Unit Summary**

This Unit is about managing finance in order to achieve the stated objectives for your area of responsibility. It involves developing and agreeing a master budget for your area and using this to monitor, evaluate and control performance and take action to deal with identified variances. Delegating responsibility for budgets for clearly defined activities is a key aspect of this Unit. The ‘area of responsibility’ may be, for example, a branch or department or functional area or an operating site within an organisation.

This Unit is taken from the generic standards developed by the Management Standards Centre where it appears as Unit E2.

Target Group

The Unit is recommended for middle managers.

**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

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* Communicating
* Decision-making
* Questioning
* Consulting
* Monitoring
* Assessing
* Delegating
* Acting assertively
* Valuing and supporting others
* Negotiating
* Contingency-planning
* Information Management
* Problem-solving
* Thinking systematically
* Leadership
* Motivating
* Planning
* Prioritising

**UNIT DR5T 04 (A29) Manage Finance for your Area of Responsibility**

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| **Knowledge and Understanding for the whole Unit**  *To be competent in this Unit you must know and understand*:  **General Knowledge and Understanding**   1. The purposes of budgetary systems. 2. The importance of agreeing financial responsibilities, including the limits of your authority, for your area with those you report to. 3. Where to get and how to evaluate the available financial information in order to be able to prepare a realistic master budget for your area. 4. The importance of taking account of the objectives and associated plans of your area in developing and operating the master budget. 5. How to identify opportunities and delegate responsibility for budgets. 6. The importance of consulting with colleagues in identifying priorities, potential problems and risks and generally preparing the budget for your area. 7. How to discuss, negotiate and confirm budgets with colleagues in your area and with people who control the finance and the key factors that should be covered. 8. How to establish systems to monitor and evaluate performance against budgets. 9. The importance of contingency plans and the type of contingencies that may occur. 10. The main causes of variances and how to identify them. 11. What different types of corrective action could be taken to address identified variances. 12. The importance of agreeing revisions to the budget and communicating the changes. 13. The importance of providing regular information on the financial performance of your area to relevant people and what they might want to know. 14. Types of fraudulent activities and how to identify them. 15. How to encourage colleagues to think about ways of reducing expenditure and increasing income. 16. How to review the financial performance of your area against the stated objectives.   **Industry/sector specific Knowledge and Understanding**  K17 Factors, processes and trends that are likely to affect financial management in your industry/sector.  K18 Legal, regulatory and ethical requirements in the industry/sector.  **Context specific Knowledge and Understanding**  K19 The scope and nature of your area of responsibility including the vision, objectives and operational plans.  K20 Your financial responsibilities, including the limits of your authority.  K21 The people you report to in your organisation.  K22 Financial information available in your organisation.  K23 Activities for which budgets have been delegated.  K24 The budgeting period(s) used in your organisation.  K25 Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets.  K26 The agreed master budget for your area, including delegated budgets.  K27 Systems established for managing and evaluating performance against budgets.  K28 Contingency plans put in place.  K29 What to do and who to contact if suspect fraud has been committed.  K30 Who needs information on the financial performance of your area, what information they need, when they need it and in what format. |

**UNIT DR5T 04 (A29) Manage Finance for your Area of Responsibility**

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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 DR5T 04 (A29) Manage Finance for your Area of Responsibility**

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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | | | |
| **No** | **Description of evidence** | K21 | K22 | K23 | K24 | K25 | K26 | K27 | K28 | K29 | K30 |
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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 DR5T 04 (A29) Manage Finance for your Area of Responsibility**

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

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| Performance Criteria  *You must be able to do the following:*  1 Confirm your financial responsibilities, including the limits of your authority, with those you report to.  2 Gather and evaluate available financial information and the objectives and associated plans for your area and consult with colleagues to identify priorities, potential problems and risks.  3 Identify and make use of opportunities to delegate responsibility for budgets for clearly defined activities to colleagues in your area, providing them with the required ongoing support and resources.  4 Discuss and, if appropriate, negotiate delegated budgets with colleagues and agree provisional budgets.  5 Consult on and develop a realistic master budget for your area and submit it to the relevant people in the organisation for approval and to assist the overall financial planning process.  6 Discuss and, if appropriate, negotiate the proposed master budget for your area with the relevant people in the organisation and communicate the final budget to colleagues in your area.  7 Establish systems to monitor and evaluate performance against delegated budgets and the master budget and put contingency plans in place.  8 Identify the causes of any significant variances between what was budgeted for and what actually happened and discuss and ensure prompt corrective action is taken, obtaining agreement from the relevant people if required.  9 Propose revisions to the master budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people. | Performance Criteria (cont)  10 Provide ongoing information on the financial performance of your area to relevant people in your organisation.  11 Advise the relevant people as soon as possible if you have identified evidence of any potentially fraudulent activities.  12 Encourage colleagues in your area to think about and identify ways of reducing expenditure and increasing income, selecting and pursuing those ideas which have potential for implementation.  13 Review the financial performance of your area, particularly in relation to achievement of the stated objectives, and identify improvements for the future.  **Behaviours**  *You must consistently demonstrate that:*   1. You act within the limits of your authority. 2. You are vigilant for potential risks. 3. You develop systems to gather and manage information and knowledge effectively, efficiently and ethically. 4. You clearly agree what is expected of others and hold them to account. 5. You respond quickly to crises and problems with a proposed course of action. 6. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes. 7. You prioritise objectives and plan work to make best use of time and resources. 8. You use communication styles that are appropriate to different people and situations. 9. You take and implement difficult and/or unpopular decisions, if necessary. |

**UNIT DR5T 04 (A29) Manage Finance for your Area of Responsibility**

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

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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 |
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**UNIT DR5T 04 (A29) Manage Finance for your Area of Responsibility**

Element 1 (A29.1) Manage finance for 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 (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.

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

**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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|  |  | Performance Criteria | | | | | | | | | | | |
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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**

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

**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**

**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**

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 | | | | | | | | | | | | | |
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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 FM53 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 FM53 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 FM53 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 FM53 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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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | | | | |
| **No** | **Description of evidence** | K12 | K13 | K14 | K15 | K16 | K17 | K18 | K19 | K20 | K21 | K22 |
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**UNIT FM53 04 (A321) Provide Learning Opportunities for Colleagues**

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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | | | |
| **No** | **Description of evidence** | K23 | K24 | K25 | K26 | K27 | K28 | K29 | K30 | K31 | K32 |
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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 FM53 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 FM53 04 (A321) Provide Learning Opportunities for Colleagues**

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

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|  |  | Behaviours | | | | | | | | | |
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**UNIT FM53 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**

**UNIT DR75 04 (A322) Provide Leadership in your Area of Responsibility**

This Unit has the following Element:

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

**Unit Summary**

The Unit is about providing direction to people in a clearly and formally defined area or part of an organisation and motivating and supporting them to achieve the vision and objectives for the area. The ‘area of responsibility’ may be, for example, a branch or department or functional area or an operating site within an organisation.

This Unit is taken from the generic standards developed by the Management Standards Centre where it appears as Unit B6.

Target Group

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

**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
* Influencing and persuading
* Leading by example
* Motivating
* Consulting
* Planning
* Setting objectives
* Providing feedback
* Coaching
* Mentoring
* Valuing and supporting others
* Empowering
* Learning
* Following
* Managing conflict
* Obtaining feedback

**UNIT DR75 04 (A322) Provide Leadership in your Area of Responsibility**

**Knowledge and Understanding for the whole Unit**

*To be competent in this Unit you must know and understand :*

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| **General Knowledge and Understanding**  K1 The fundamental differences between management and leadership.  K2 How to create a compelling vision for an area of responsibility.  K3 How to select and successfully apply different methods for communicating with people across an area of responsibility.  K4 A range of different leadership styles and how to select and apply these to different situations and people.  K5 How to get and make use of feedback from people on your leadership performance.  K6 Types of difficulties and challenges that may arise, including conflict, diversity and inclusion issues within the area, and ways of identifying and overcoming them.  K7 The benefits of and how to create and maintain a culture which encourages and recognises creativity and innovation.  K8 The importance of encouraging others to take the lead and ways in which this can be achieved.  K9 How to empower people effectively.  K10 How to select and successfully apply different methods for encouraging, motivating and supporting people and recognising achievement.  **Industry/sector specific Knowledge and Understanding**  K11 Leadership styles common in the industry/sector.  K12 Legal, regulatory and ethical requirements in the industry/sector.  **Context specific Knowledge and Understanding**  K13 Your own values, motivations and emotions.  K14 Your own strengths and limitations in the leadership role.  K15 The strengths, limitations and potential of people that you lead.  K16 Your own role, responsibilities and level of power.  K17 The vision and objectives of the overall organisation.  K18 The vision, objectives, culture and operational plans for your area of responsibility.  K19 Types of support and advice that people are likely to need and how to respond to these.  K20 Leadership styles used across the organisation.   1. The project sponsor(s) — the individual or group for whom the project is being undertaken. 2. Key stakeholders — the individuals or groups who have a vested interest in the success of the project and the organisation. 3. The agreed key objectives and scope of the proposed project and the available resources. 4. The overall vision, objectives and plans of the organisation and any other relevant programmes of work or other projects being undertaken. 5. Mechanisms for consulting on the development of the project plan and the views/thoughts received from relevant people in relation to proposals. 6. The agreed project plan. 7. The roles and responsibilities of any project team members |

**UNIT DR75 04 (A322) Provide Leadership in your Area of Responsibility**

**Context specific Knowledge and Understanding (cont)**

1. Methods used for briefing, supporting, encouraging and providing information to any project team members.
2. Sustainable processes and resources put in place to manage potential risks and deal with contingencies.
3. Type and nature of potential risks identified and contingencies encountered.
4. Specific project management tools and techniques used to monitor, control and review progress.
5. Processes in place for communicating information on progress of the project to the project sponsor(s), any key stakeholders and any project team members.
6. Processes in place for identifying and agreeing changes to the project plan and any changes which have been made.F1
7. Processes for confirming satisfactory completion of the project with the project sponsor(s) and any key stakeholders.
8. Processes for evaluating the success of the project and any lessons which have been learned from undertaking the project.
9. Methods used for recognising the contributions of any project team members to successful projects.

**UNIT DR75 04 (A322) Provide Leadership 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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|  |  | Knowledge and Understanding for the whole Unit | | | | | | | | | | | |
| **No** | **Description of evidence** | K25 | K26 | K27 | K28 | K29 | K30 | K31 | K32 | K33 | K34 | K35 | K36 |
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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 DR75 04 (A322) Provide Leadership in your Area of Responsibility**

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

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

**UNIT DR75 04 (A322) Provide Leadership in your Area of Responsibility**

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

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|  |  | Behaviours | | | | | | | | | | |
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**UNIT DR75 04 (A322) Provide Leadership in your Area of Responsibility**

Element 1 (A322.1) Provide leadership 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**

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

**UNIT FM56 04 (A337) Support Individuals to Develop and Maintain their Performance**

**Unit Summary**

This Unit is about supporting individuals to develop and maintain their performance at work. These may be people in your own team or individuals from another work group to whom you are providing support. This Unit is based on a commonly-used coaching model where you and the individual clearly agree the improvements in performance required and plan a step-by-step process to achieve a desired standard. You will usually help the individual to develop new skills and experiment with alternative behaviours in a safe environment before applying these for real in the workplace. You will work with the individual to monitor their progress over time, providing specific feedback to help them progress, until they have achieved the desired standard or no longer need your support in developing and/or maintaining their progress.

This Unit is taken from the generic standards developed by the Management Standards Centre where it appears as Unit D13.

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.

* Active listening
* Analysing
* Asking powerful questions
* Assessing
* Coaching
* Communicating
* Empathising
* Inspiring
* Learning
* Monitoring
* Motivating
* Planning
* Providing feedback
* Reviewing
* Risk management
* Self-assessment
* Setting objectives
* Valuing and supporting others

**UNIT FM56 04 (A337) Support Individuals to Develop and Maintain their Performance**

**Knowledge and Understanding for the whole Unit**

*To be competent in this Unit you must know and understand:*

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| **General Knowledge and Understanding**   1. How to identify the particular needs, abilities and preferences of individuals and to take these into account when planning and providing support. 2. The principles, methods, tools and techniques involved in planning and providing support to individuals to improve their performance. 3. The principles, methods, tools and techniques for assessing an individual’s performance. 4. The importance of establishing with individuals the course of action, the areas of performance to be targeted and the standard of performance they want to achieve. 5. The principles, methods, tools and techniques for assessing an individual’s knowledge, skills and personal qualities and identifying learning needs, and the importance of exploring these with the individual. 6. How to identify obstacles which could hinder an individual’s progress and the importance of removing these obstacles. 7. Learning and development opportunities for the individual to develop new skills and experiment with alternative behaviours in a safe environment. 8. The importance of encouraging individuals to identify and seize opportunities to apply their newly developed skills and behaviours to their work. 9. How to identify risks involved in the application of newly-developed skills and behaviours to the individual’s work and how to reduce these risks to levels which are acceptable to them and the organisation. 10. The principles, methods, tools and techniques involved in monitoring individuals’ progress of developing their performance. 11. The principles, methods, tools and techniques involved in providing specific feedback to improve their skills, reinforce effective behaviours and enhance their motivation to achieve the desired standard of performance. 12. Alternative approaches and how to make use of these if the individual is not making satisfactory progress. 13. The importance of agreeing with the individual when they have achieved the desired standard of performance, or when they no longer require your support.   **Industry/sector specific Knowledge and Understanding**  K14 Industry/sector requirements for supporting individuals to improve their performance.  **Context specific Knowledge and Understanding**   1. Individual’s needs, abilities and preferences. 2. Possible obstacles, either organisational or individual related, which could hinder the individual’s progress. 3. Risks to individuals when applying their newly developed skills and behaviours to their work. 4. Sources of advice, guidance and support from colleagues and/or specialists. |

**UNIT FM56 04 (A337) Support Individuals to Develop and Maintain their Performance**

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

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**UNIT FM56 04 (A337) Support Individuals to Develop and Maintain their Performance**

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| **Performance Criteria**  *You must be able to do the following:*  1 Support the individual in identifying their particular needs, abilities and preferences and take these into account when planning and providing support.  2 Ensure that the support requirements of the individual are in line with the business objectives of the organisation.  3 Establish with the individual   * the area(s) in which they want to develop their performance * the standard of performance they wish to achieve * why they want to develop their performance * the support they can expect from you, and the commitment you expect from them * the process by which you will support them   4 Establish with the individual   * the timescale of the process * the frequency and duration of meetings * points at which progress will be reviewed * how progress will be measured and assessed   5 Explore with the individual the skills they need to develop and the behaviours they need to change in order to meet the desired standard of performance.  6 Explore with the individual obstacles which could hinder their progress and how to remove these obstacles.  7 Plan with the individual how they can develop new skills and behaviours in a logical step-by-step sequence.  8 Provide opportunities for the individual to develop new skills and experiment with alternative behaviours in a safe environment.  9 Encourage the individual to identify and seize opportunities to apply their newly-developed skills and behaviours to their work. | 10 Explore with the individual any risks involved in applying their newly-developed skills and behaviours to their work and help them plan how to reduce these risks to levels which are acceptable to them and the organisation.  11 Encourage the individual to reflect on their progress and articulate their thoughts and feelings about it.  12 Monitor the individual’s progress and provide specific feedback designed to improve their skills, reinforce effective behaviours and enhance their motivation to achieve the desired standard of performance.  13 Use alternative approaches or enlist the support of colleagues and/or specialists, if the individual is not making satisfactory progress.  14 Agree with the individual when they have achieved the desired standard of performance, or when they no longer require your support.  15 Encourage and empower individuals to take responsibility for developing and maintaining their own self-awareness, performance and impact.  **Behaviours**    *You must consistently demonstrate that:*   1. You constantly seek to develop performance. 2. You find practical ways to overcome barriers. 3. You keep people informed of plans and developments. 4. You make time available to support others. 5. You encourage and support others to make best use of their abilities. 6. You give feedback to others to help them develop their performance. 7. You recognise the achievements and the success of others. 8. You inspire others with the excitement of learning. 9. You confront performance issues and resolve them directly with the people involved.   10 You identify clearly the value and benefits to people of a proposed course of action. |

**UNIT FM56 04 (A337) Support Individuals to Develop and Maintain their Performance**

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|  |  | Performance Criteria | | | | | | | | | | | | | | |
| **No** | **Description of evidence** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
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|  |  | Behaviours | | | | | | | | | |
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**UNIT FM56 04 (A337) Support Individuals to Develop and Maintain their Performance**

|  |
| --- |
| 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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |
|  |

|  |
| --- |
| Other Units/Elements to which this evidence may contribute |
|  |

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

I can confirm the candidate’s performance was satisfactory.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessor’s signature** |  | **Date** |  |

### 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 |  | | | | | |
| A |  | | | | | |
| Q |  | | | | | |
| A |  | | | | | |
| Q |  | | | | | |
| A |  | | | | | |
| Q |  | | | | | |
| A |  | | | | | |
| Q |  | | | | | |
| A |  | | | | | |
| **Assessor’s signature** | | |  | | **Date** |  |
|  | | |  | |  |  |
| **Candidate’s signature** | | |  | | **Date** |  |