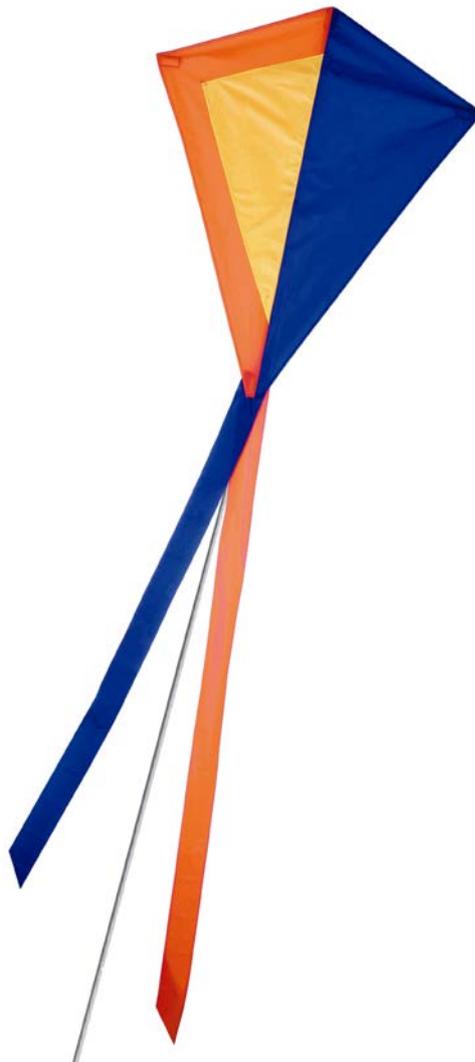


# Level 3 Award/Certificate/Diploma (NVQ) in Playwork (QCF) (4964-03)

## Qualification handbook for centres

Level 3 Award in Induction to Playwork (QCF)	501/1484/0
Level 3 Certificate in Playwork (QCF)	501/1486/4
Level 3 Diploma in Playwork (NVQ) (QCF)	501/1488/8



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# Level 3 Award/Certificate/Diploma (NVQ) in Playwork (QCF) (4964-03)

## Qualification handbook for centres

Level 3 Award in Induction to Playwork (QCF)

Level 3 Certificate in Playwork (QCF)

Level 3 Diploma in Playwork (NVQ) (QCF)

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 March 2014	Corrected number in Unit 316, corrected assessment criteria in Unit 317	<b>Units</b>

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# 1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

<b>Qualification title and level</b>	<b>City &amp; Guilds qualification number</b>	<b>Qualification accreditation number</b>
Level 3 Award in Induction to Playwork (QCF)	4964-03	501/1484/0
Level 3 Certificate in Playwork (QCF)	4964-03	501/1486/4
Level 3 Diploma in Playwork (NVQ) (QCF)	4964-03	501/1488/8

## **Please consult the Walled Garden/Online Catalogue for last registration/certification dates**

The Level 3 Diploma in Playwork (NVQ) (QCF) is aimed at 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.

Although the Award in Induction to Playwork (QCF) is a free-standing qualification, the units that make up this also sit inside the Certificate and, although the Certificate is free-standing, the units that make up the Certificate also sit inside the Diploma. The Award in Induction to Playwork and Certificate in Playwork units mainly cover knowledge and understanding derived from the level 3 National Occupational Standards for Playwork. They also require a limited amount of application in a Playwork setting. This could be done in a limited period of time, for example whilst on a holiday play scheme or on work experience from a college course. The Award and Certificate, therefore, are intended to prepare the learner for employment, and this is their purpose. They do not confirm occupational competence, only that the learner is ready to enter employment as a playworker.

The Level 3 Diploma in Playwork (NVQ) (QCF), since it includes the Award and Certificate units, also covers the knowledge and understanding from the National Occupational Standards, but in addition requires the learner to demonstrate the full application of this knowledge and understanding over a period of time in the workplace. The Diploma (NVQ), therefore, is intended to confirm the learner's occupational competence. This is reflected by including '(NVQ)' in the qualification title.

These new qualifications have been designed in consultation with both industry and educational experts and offer total flexibility to centres to help improve the candidate learning environment and provide fit-for-purpose qualifications to those playworkers working in various locations and situations, and support the government aims to provide better training and development opportunities for staff working with children to ensure that all children can access quality play initiatives.

The **Level 3 Award in Induction to Playwork (QCF)** aims to provide learners with the opportunity to generate evidence of the knowledge required for the Level 3 Certificate in Playwork and Level 3 Diploma in Playwork (NVQ). This qualification provides a solid induction to the Playwork sector providing progression routes through to employment.

The **Level 3 Certificate in Playwork (QCF)** aims to further develop skills and knowledge required for playworkers or those interested in becoming a playworker. Candidates can access this qualification either through progression from the knowledge gained from the Level 3 Award in Induction to Playwork (QCF) or as a direct route to the Certificate. This qualification provides the most up-to-date knowledge for working within the Playwork sector providing progression routes through to employment ie the Advanced Apprenticeship in Playwork and additional areas.

The **Level 3 Diploma in Playwork (NVQ) (QCF)** aims to provide candidates with the necessary skills, knowledge and competence required to **work** in a supervisory role within the Playwork sector. Candidates can access this qualification either through progression from the knowledge gained from the Level 3 Award in Induction to Playwork (QCF) and/or Level 3 Certificate in Playwork (QCF) or as a direct route to the Diploma (NVQ). Therefore, on successful completion of this qualification candidates will have demonstrated the essential skills in employment.

The **Level 3 Diploma in Playwork (NVQ) (QCF)** also contributes to the Advanced Apprenticeship in Playwork, City and Guilds provide all the additional requirements to complete the full Advanced Apprenticeship.

## 1.1 Qualification structure

To achieve the Level 3 Award in Induction to Playwork (QCF), learners must achieve 12 credits from the 3 mandatory units **(units 309 – 311)**.

To achieve the Level 3 Certificate in Playwork (QCF), learners must achieve 32 credits from the 9 mandatory units **(units 309 – 317)**.

To achieve the Level 3 Diploma in Playwork (NVQ) (QCF), learners must achieve 65 credits in total 46 credits from the 13 mandatory units **(units 309 – 321)** and a minimum of 19 credits from the optional units available **(units 322 – 327, 401 - 404 and 501)**.

The table below illustrates the unit titles and the credit value of each unit which will be awarded to candidates successfully completing the required combination of units and/or credits.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>	<b>GLH</b>
J/602/1798	Unit 309	Understand Playwork Principles	Mandatory	4	35
L/602/1799	Unit 310	Understand children and young people's self-directed play	Mandatory	5	35
Y/601/1695	Unit 311	Understand how to safeguard the well-being of children and young people	Mandatory	3	25
T/602/1800	Unit 312	Understand the organisational framework for play	Mandatory	4	35
M/601/1699	Unit 313	Understand how to support positive outcomes for children and young people	Mandatory	3	25
A/602/1801	Unit 314	Understand the relationships in the play environment	Mandatory	3	20

F/602/1802	Unit 315	Understand health, safety and security in the play environment	Mandatory	2	15
J/602/1803	Unit 316	Understand how to plan for and support children and young people's self-directed play	Mandatory	5	40
A/601/1429	Unit 317	Engage in personal development in health, social care or children's and young people's settings	Mandatory	3	10
L/602/1804	Unit 318	Contribute to an organisational framework that reflects the needs and protects the rights of children and young people	Mandatory	4	30
R/602/1805	Unit 319	Develop and maintain a healthy, safe and secure play environment for children and young people	Mandatory	3	25
Y/602/806	Unit 320	Develop and promote positive relationships in a play environment	Mandatory	3	22
D/602/1807	Unit 321	Plan for and support children and young people's self-directed play	Mandatory	4	30
J/602/1834	Unit 322	Work with colleagues in a Playwork team	Optional	10	65
L/602/1835	Unit 323	Engage with parents, carers and families in a play environment	Optional	10	65
R/602/1836	Unit 324	Administer Playwork provision	Optional	8	60
D/602/1838	Unit 325	Promote own organisation in the community	Optional	13	85

Y/602/1840	Unit 326	Organise and supervise travel	Optional	7	45
D/602/1841	Unit 327	Manage a budget	Optional	11	85
Y/602/1837	Unit 401	Inclusive play, working with disabled children and young people	Optional	11	79
H/602/1839	Unit 402	Contribute to evaluating, developing and promoting services	Optional	11	85
K/602/1843	Unit 403	Provide learning opportunities for colleagues	Optional	11	85
M/602/1844	Unit 404	Allocate and monitor the progress and quality of work in own area of responsibility	Optional	14	95
H/602/1842	Unit 501	Recruit, select and keep colleagues	Optional	12	85

## 1.2 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

Description	How to access
Fast track approval forms/generic fast track approval form	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Assessment pack	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a> or Publications sales (EN-03-4964)

### 1.3 City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	<b><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></b>	This is the main website for finding out about City & Guilds qualifications. It contains qualification documentation and updates.
Walled Garden	<b><a href="http://www.walled-garden.com">www.walled-garden.com</a></b>	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.

## 2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

### Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the 4834-13 Level 3 NVQ in Playwork qualification may apply for approval for the new 4964-03 Level 3 Award/Certificate/Diploma (NVQ) in Playwork (QCF) using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualifications using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

### 2.1 Resource requirements

#### Human resources

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise

#### Occupational competence for assessors, internal and external verifiers for the Level 3 Playwork (QCF)

The following sections set out the criteria for their appointment;

##### Assessors

Must meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.

Assessors are appointed by an Approved centre and approved by the Awarding Body through their occupationally competent External Verifier. They should only assess in their acknowledged area of technical and occupational competence.

Assessors should be one of the following:

- Employed by the same organisation as the candidate
- Working in partnership with, and drawing on evidence from, the candidate's organisation
- An expert brought in to supplement the expertise of the candidate's own organisation or as an additional external method of quality assurance.

For the Level 3 Diploma in Playwork (NVQ) (QCF) the prospective Assessor should:

- hold the Assessor Units A1 and A2 [New assessors should have a clear action plan for achieving units A1 and A2. An assessor or verifier who has gained certification must support assessment decisions by assessors who are still working towards certification.]
- meet the Technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed
- provide evidence of recent experience and competence in the occupational area to the level of the qualifications they wish to assess
- provide evidence of knowledge, understanding and application of the National Occupational Standards with the Assessment Specification
- provide evidence of knowledge, understanding and support of the relevant Active Leisure and Learning Values Statements and how they are applied in assessment
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse
- provide evidence of their ability to maintain occupational competence and to participate in assessor training initiatives for continuous professional development.

Approved Centres may have additional generic criteria and personnel specifications in addition to the above

All assessors who operate within the S/NVQ system should gain A1 and A2 Assessment Units, thereby confirming their ability to utilise the full range of tools required to properly assess the individual at work over a period of time.

### **Internal Verifiers**

Must meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.

Internal Verifiers should be in a position to influence an approved centre's assessment policy and to facilitate the assessment process and should be one of the following:

- employed by the same organisation (approved centre) as the assessors
- working in partnership with, and drawing on evidence from, assessors' organisation(s) (approved centre)

For the Level 3 Diploma in Playwork (NVQ) (QCF) the prospective Internal Verifier should:

- hold Verifier Unit V1 and it is recommended, also hold the Assessor Units A1 and A2 (New internal verifiers should be given a clear action plan for achieving unit V1)
- meet the Technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed
- provide evidence of recent experience in the occupational area
- provide evidence of knowledge, understanding and application of the National Occupational Standards with the Assessment Specification
- provide evidence of knowledge, understanding and support of the relevant Sport and Recreation Values Statements
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse
- provide evidence of their ability to maintain occupational competence and to participate in IV/assessor training initiatives for continuous professional development.

Approved Centres may have additional generic criteria and personnel specifications in addition to the above

The Internal verifier is responsible for the consistency of standards across all portfolios

Internal verifiers should observe each assessor conducting candidate assessments at regular intervals. The reliability, validity and authenticity of evidence must be checked during these observations

### **External Verifiers**

Must match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the units being assessed.

For the Level 3 Diploma in Playwork (NVQ) (QCF) prospective External Verifiers should:

- hold Verifier Unit V2 and it is recommended, also hold the Assessor Units A1 and A2 (New external verifiers should be given a clear action plan for achieving unit V2)
- demonstrate knowledge and understanding of, and support for, the Sector's Values Statements and Codes of Ethics and how they are applied in assessment
- match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the units being assessed
- be occupationally competent in the area appropriate to the level of the qualifications they are to be verifying
- provide evidence of knowledge, understanding and application of the National Occupational Standards together with Technical Definitions where appropriate
- be committed to the application, further development and refinement of the National Occupational Standards and SVQs/NVQs
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse
- are aware of national issues affecting vocational education, training and qualifications in the sector
- provide evidence of knowledge of the Active Leisure and Learning framework of qualifications
- be committed to the content and guidance provided in the current edition of the SSC's Assessment Strategy
- demonstrate their ability to maintain credibility with the sector and to retain the confidence of the industry through commitment to ongoing personal and professional development

What follows are the specific criteria for the Level 3 in Playwork (QCF) and they apply equally to prospective external and internal verifiers and assessors, who must:

Required criteria:

1. Have worked with children and young people as a Playworker in settings underpinned by the Playwork Principles.
2. Demonstrate Playwork experience, knowledge and skills required to make accurate judgements about others' competence.
3. Have knowledge and understanding of, and commitment to, the Playwork Principles.
4. Have actively and consistently participated in a process of current and relevant continuous professional development to keep up to date with best Playwork practice. This must be evidenced by a reflective account (this could include attendance at sector training days, seminars and conferences, training, reading and face to face work)

Desirable criteria:

1. A relevant and nationally recognised Playwork training course or qualification from the QCF in England/Wales and Northern Ireland. Or an action plan to achieve such.

### **Continuing professional development (CPD)**

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

## **2.2 Candidate entry requirements**

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

Generally, there is no prescribed recommended prior knowledge, attainment or experience needed to gain access to these qualifications. Learners will be employed within the industry and as such would have been through a selection process. It is recommended that potential candidates are initially assessed on entry, so that levels of literacy, numeracy, communication skills, and sector understanding can be determined. This initial assessment should consider previous qualifications and practical experience. It is important to remember that centres must ensure that learners taking the Level 3 Diploma in Playwork (NVQ) (QCF) have the potential and opportunity to gain evidence for the qualification in the work place.

### **Age restrictions**

These qualifications are not approved for use by candidates under the age of 18, and City & Guilds cannot accept any registrations for candidates in this age group.

Restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.

### **Other legal considerations**

The following legal considerations apply to this qualification:

- Criminal Records Bureau (CRB) checks in relation to working with children.

## 3 Course design and delivery

### 3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

### 3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

## 4 Assessment

### 4.1 Summary of assessment methods

The assessment for the **Level 3 Award in Induction to Playwork (QCF) & Level 3 Certificate in Playwork (QCF)** will be through practical demonstration and assignment.

The assessment for the **Level 3 Diploma in Playwork (NVQ) (QCF)** will be through portfolio work. The most appropriate methods are through:

- observation by a qualified and occupationally expert assessor (as defined in the Assessment Strategy).
- expert witness statements: statements by a line manager or already qualified playworker.
- other forms of witness testimony e.g. from a colleague, parent/carer or a child/young person. They must be a credible witness (who can be checked out if needed)
- reflective account by the learner that details what the learner said, did and why
- work products showing work undertaken by the learner
- professional discussion where the learner describes what they said, did and why

City & Guilds provides the following assessments:

- Assignments - (EN-03-4964)

### Time constraints

The following time constraints must be applied to the assessment of these qualifications:

- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

### 4.2 Assignments

A separate Assessment Pack is available for these qualifications [www.cityandguilds.com](http://www.cityandguilds.com) or EN-03-4964

### 4.3 Evidence requirements

#### General assessment principles

##### *Holistic assessment*

Whilst the Award in Induction to Playwork (QCF), Certificate and Diploma (NVQ) are broken down into separate units of assessment, the work of the playworker is not. This means that, as the playworker learns and applies these knowledge and skills when working with children and young people, they are likely to generate evidence across a number of units of assessment. Using this evidence for all the units it relates to is part of a holistic approach to assessment.

Many of these units cover interrelated responsibilities, and much of the evidence for these is likely to come from questioning the learner to ensure they have the necessary knowledge and skills and observing them putting these knowledge and skills into practice.

For this reason, we strongly recommend that, if the learner is attempting the whole Diploma (NVQ), for example, interrelated units are assessed in a holistic manner. In other words, when assessor questioning and observations occur, the assessor is strongly advised **not** to carry out assessments on separate occasions for each of these units, but to visit the play setting, monitor all the work the

learner does with children and young people, and identify how the evidence they generate matches the requirements of any or all of these units.

Separate assessments for each of these units should only be necessary if the learner is not attempting whole qualifications, but is seeking single unit achievement only. If more than one unit is being attempted, opportunities should also be sought for a 'holistic' approach.

#### *How much evidence is necessary?*

For the units contained in the Award in Induction and Certificate, evidence is required for knowledge, understanding and skills with only limited requirements to show their application in practice. Knowledge and understanding for these units need only be assessed on one occasion. Appropriate assessment methods may include: oral and written questioning, projects and assignments and professional discussion. Assessors must keep accurate records of these assessments, when and how they were done and their outcomes. The limited application of this knowledge and understanding need only be assessed on one occasion. Appropriate assessment methods may include: direct observation, looking at products of the learner's work, taking witness testimony from managers or more experienced playworkers.

The units that are unique to the Diploma (NVQ), however, are not intended to be a snapshot of the learner's work, but should provide a confirmation that the learner meets the national occupational standards on a consistent basis in the workplace over time.

The units that are unique to the Diploma (NVQ), therefore, require primary evidence to be gathered by means of fully recorded observations carried out by an A1 (or equivalent) qualified assessor who is also occupationally expert as defined by this document (page 6) and the Assessment Strategy.

It is recommended that a total of 18 hours of observation should take place, with each observation session being followed by a professional discussion. Evidence for each learning outcome and assessment criterion must be 'cross referenced', 'mapped' or 'logged' **on one occasion only**.

Observational evidence should be supplemented by additional performance evidence, such as witness testimony, reflective accounts and extra professional discussion, reflective account, only on occasions when the assessor has not been present or because the evidence is not generated on a frequent basis.

Assessment occasions should not take place on the same day. The assessor must satisfy themselves that the learner is practising competently not only during observations but also at other times as well.

In the case of a very few learning outcomes and assessment criteria, assessors and verifiers should be aware that opportunities for the learner to generate appropriate evidence may be rare, and therefore it will be acceptable to use 'historical evidence' – i.e. evidence produced before the learner has registered for the Diploma (NVQ). However, this evidence should not be more than two years old and should be validated as being authentic.

#### *Simulation*

There are some learning outcomes for which simulation is allowable (this is displayed within in each under "Evidence of real work").

#### *Collecting Evidence*

When collecting evidence, assessors need to ensure that:

- evidence comes from work situations where the learner is carrying out their everyday practice.
- these situations should be as natural as possible and not staged for the purposes of assessment
- observation and other workplace evidence focuses on the learner's natural working practices and is, therefore, likely to cover a number of learning outcomes and assessment criteria across a number of units at the same time.

It is expected that each assessment criterion will be evidenced through observation by an A1 (or equivalent) qualified assessor at least once. However, there may be some assessment criteria that are not possible to see through direct observation. These are identified in the next section relating to the evidence requirements for each specific unit. On these occasions assessor observation must be supplemented by additional performance evidence such as witness testimony, products of work, reflective accounts or professional discussion.

Once a learner has demonstrated that they are competent for specific learning outcomes and criteria evidence can be cross referenced to the units according to the awarding bodies/assessment centre's processes.

### *Observations*

The main evidence for the Level 3 Diploma in Playwork (NVQ) (QCF) must be collected and evaluated by an A1 (or equivalent) qualified and occupationally expert assessor who observes and records the learner's regular work practice, examines products of their work and discusses what they have done.

The recording [written or aural] should be a narrative of what the assessor has seen, without value comments or judgements. [The methodology of where and how this is recorded is not prescribed and can be at the discretion of the assessment centre and their awarding body].

Within each observation the learner will be seen to be meeting requirements across a number of units.

- An observation should include all that the assessor sees, whether this demonstrates competence or not.
- An observation is a narrative of the learner at work. All that the learner does should be recorded.
- An observation or examination of work products should be followed by a process in which the assessor and learner have a dialogue about what has happened so the assessor is able to 'gain a window' on what the learner has been thinking whilst their work has been taking place.
- All observational evidence and products of work that relates to a learner's attitude, values and adherence to the Playwork Principles needs to be supported by professional discussion, questioning, reflective accounts or post-observation feedback

In some exceptional cases, it may not be possible to observe a learner demonstrating their competence for a particular performance criterion or range item because:

- an appropriate situation never happens when the assessor is present, even though the assessor has observed on more than one occasion
- it is not everyday practice and so cannot be expected to be seen even after several visits
- it is not the sort of performance that the assessor would see because it happens outside of normal face-to-face work with children and young people, for example team meetings, supervision sessions or trips outside of the play setting.

In these cases (which must be the exception, rather than the rule), evidence may be gained by other means, for example from witness testimony, products of work or reflective accounts.

### *Knowledge and understanding*

All knowledge and understanding should be rooted in practice; i.e. a learner should give examples from their day-to-day work to show their knowledge and understanding in practice and the principles that underpin this. There must be evidence that the learner possesses all of the knowledge and understanding required by the units. In most cases this will be done through professional discussion, reflective account, questioning, reflective accounts or post-observation feedback. Other techniques, such as written questions, projects and assignments might also be appropriate so long as they are still rooted in the learner's practice.

### *Validity and Consistency of Observations*

Assessors must ensure validity and consistency of a learner's competence. Assessors will achieve this through the feedback/discussion session which follows observation/examination of work products and is an integral part of the assessment process.

- All observations must be followed by a feedback/discussion session, ideally taking place within 5 working days
- As part of the feedback/discussion session, the assessor and learners must discuss what has been assessed
- The discussion will be reflective in nature, typically the learners will discuss what they've been doing during the assessment and why
- The assessor will record, on the centre's feedback documentation, that the discussion has taken place, and how it ensures validity and consistency

In assessing the learner, the assessor will be present on more than one occasion. Performance evidence for the whole Diploma (NVQ) will be generated over a series of assessment visits where observations of the learner's practice will be recorded.

Observational evidence and work products will be supported and supplemented by additional performance evidence such as witness testimony, reflective accounts and professional discussion.

The assessor has the responsibility to make a judgement about whether the learner demonstrates consistency of practice over time. This is more than the learner demonstrating elements of their competence on all the occasions when the assessor is present but is also about the assessor making the judgement that competent practice takes place when the assessor is not present.

### *Recording of competence*

The process of documenting evidence requires that the evidence is 'cross referenced', 'logged' or 'mapped' to the learning outcomes and assessment criteria.

The Internal Verifier may wish to question the assessor's judgment on consistency over time to ensure the rigour of the process.

## **4.4 Recording forms**

City & Guilds has developed these recording forms\*, for new and existing centres to use as appropriate. Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Alternatively, City & Guilds endorses a number of electronic recording systems. For details, go to the e-Portfolios page on SmartScreen.co.uk.

\*Forms 4, 5, 6, 7, 9, 10 and 11, or approved alternatives, are a requirement. The other forms have been designed to support the assessment and recording process. See Appendix 5

## **4.5 Recognition of prior learning (RPL)**

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification.

- RPL is allowed and is also sector specific.

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## 5 Units

### Availability of units

The units for this qualification follow.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) [www.accreditedqualifications.org.uk](http://www.accreditedqualifications.org.uk)

### Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- Unit accreditation number
- title
- level
- credit value
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- Details of the relationship between the unit and relevant National Occupational Standards
- assessment guidance and evidence requirements for each unique diploma unit

### Summary of units

QCF Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	GLH
J/602/1798	309	Understand Playwork Principles	Mandatory	4	35
L/602/1799	310	Understand children and young people's self-directed play	Mandatory	5	35
Y/601/1695	311	Understand how to safeguard the well-being of children and young people	Mandatory	3	25
T/602/1800	312	Understand the organisational framework for play	Mandatory	4	35
M/601/1699	313	Understand how to support positive outcomes for children and young people	Mandatory	3	25

A/602/1801	314	Understand the relationships in the play environment	Mandatory	3	20
F/602/1802	315	Understand health, safety and security in the play environment	Mandatory	2	15
J/602/1803	316	Understand how to plan for and support children and young people's self-directed play	Mandatory	5	40
A/601/1429	317	Engage in personal development in health, social care or children's and young people's settings	Mandatory	3	10
L/602/1804	318	Contribute to an organisational framework that reflects the needs and protects the rights of children and young people	Mandatory	4	30
R/602/1805	319	Develop and maintain a healthy, safe and secure play environment for children and young people	Mandatory	3	25
Y/602/806	320	Develop and promote positive relationships in a play environment	Mandatory	3	22
D/602/1807	321	Plan for and support children and young people's self-directed play	Mandatory	4	30
J/602/1834	322	Work with colleagues in a Playwork team	Optional	10	65
L/602/1835	323	Engage with parents, carers and families in a play environment	Optional	10	65
R/602/1836	324	Administer Playwork provision	Optional	8	60
D/602/1838	325	Promote own organisation in the community	Optional	13	85
Y/602/1840	326	Organise and supervise travel	Optional	7	45

D/602/1841	327	Manage a budget	Optional	11	85
Y/602/1837	401	Inclusive play, working with disabled children and young people	Optional	11	79
H/602/1839	402	Contribute to evaluating, developing and promoting services	Optional	11	85
K/602/1843	403	Provide learning opportunities for colleagues	Optional	11	85
M/602/1844	404	Allocate and monitor the progress and quality of work in own area of responsibility	Optional	14	95
H/602/1842	501	Recruit, select and keep colleagues	Optional	12	85

## Unit 309

## Understand Playwork Principles

**Level:** 3

**Credit value:** 4

### Unit aim

This unit covers knowledge and understanding of the principles underpinning playwork practice.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

309.1 Understand the role and value of play

309.2 Understand children and young people's rights in relation to play

309.3 Understand the role of the playwork team in supporting children and young people's play

### Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit reflects the NOS from

- PW8 Develop and promote positive relationships
- PW11 Work with colleagues in a team

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

### Assessment and grading

This unit will be assessed by an assignment which is externally set and internally marked

## Unit 309

309.1

## Understand Playwork Principles

Understand the role and value of play

### Assessment Criteria

The learner can:

1. explain the **need** for children and young people to play
2. analyse how play contributes to children and young people's **development**
3. evaluate what is meant by play being "freely chosen, personally directed and intrinsically motivated" in the context of a play environment.

### Range

#### Need

Satisfy the innate drive, play being a biological, psychological and sociological necessity

#### Development

Physical, intellectual, emotional, relationships, human growth from birth through adolescence

## Unit 309

309.2

## Understand Playwork Principles

Understand children and young people's rights in relation to play

### Assessment Criteria

The learner can:

1. evaluate the importance of the **UN Convention on the Rights of the Child** in relation to play provision
2. explain how playwork **organisations** seek to meet the rights of children and young people for play.

### Range

#### UN Convention on the Rights of the Child

Ratified by the UK

#### Organisations

Before/after school club, holiday play scheme, play centre, open access centre, adventure playground, play bus / mobile unit, youth groups, local authorities/councils

## Unit 309

309.3

## Understand Playwork Principles

Understand the role of the playwork team in supporting children and young people's play

### Assessment Criteria

The learner can:

1. explain the importance of a team approach to supporting children and young people's play
2. analyse the different roles of **people** in a playwork team and the relationships between them
3. explain the role of playworkers acting as **advocates for play**
4. evaluate different **methods** a playwork team can use to support children and young people's play
5. explain the importance of balancing the needs and rights of individual children and young people with the needs and rights of others
6. evaluate the impact of playworkers on the **play space**
7. evaluate the impact of children and young people's play on members of the playwork team
8. explain the concept of '**leadership**' in the context of a playwork team.

### Range

#### People

Playworkers, assistant playworkers, playground staff, play development officers, Playwork coordinators, trainers, facility managers

#### Advocates for play

A spokesperson for the support of children and young people's play

#### Methods

Observation, planning, procurement of resources, evaluation of playspace and play processes, consultation with the children and young people

#### Play space

Any Area – physical, affective, permanent or transient – that supports and enriches the potential for children and young people's self directed play

#### Leadership

Facilitation of the playwork principles within the playwork setting

## Unit 310

# Understand Children and Young People's Self-Directed Play

**Level:** 3

**Credit value:** 5

### Unit aim

This unit covers the knowledge, understanding and some elements of practice that a playworker requires to support children and young people's freely chosen, self-directed play and reflect on their practice.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

- 310.1 Understand the nature of freely chosen, self-directed play
- 310.2 Understand the key concepts involved in children and young people's play
- 310.3 Understand how to balance requirements for health, safety and welfare with the need for stimulation, challenge and risk
- 310.4 Be able to reflect on children and young people's play

### Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit reflects the following NOS

- PW9 Plan and support self-directed play
- PW13 Contribute to children's health and well-being
- PW7 Develop and maintain a healthy, safe and secure environment for children

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

### Assessment and grading

This unit will be assessed by an assignment which is externally set and internally marked

## Unit 310

# Understand Children and Young People's Self-Directed Play

310.1

Understand the nature of freely chosen, self-directed play

### Assessment Criteria

The learner can:

1. explain the **characteristics** of freely chosen, self-directed play
2. explain the importance of **observing and analysing** children and young people's play
3. explain why it is important to collect **information** other than by observation in order to analyse children and young people's play preferences.

### Range

#### Characteristics

Engaging, accessibility to resources/environment, without adult agenda, child/young person led, child/young person initiated, child/young persons own agenda

#### Observing and analysing

Observing and checking on children and young people's play behaviour, looking at what is happening and why

#### Information

What the child or young person wants / wishes

## Unit 310

## Understand Children and Young People's Self-Directed Play

310.2

Understand the key concepts involved in children and young people's play

### Assessment Criteria

The learner can:

1. explain the following terms, giving examples for each:
  - play needs
  - play cycle
  - play cue
  - loose parts
  - play space
  - play frame
  - play preferences
2. explain the characteristics of ten different **play types**

### Range

#### 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, evolutionary play

## Unit 310

## Understand Children and Young People's Self-Directed Play

310.3

Understand how to balance requirements for health, safety and welfare with the need for stimulation, challenge and risk

### Assessment Criteria

The learner can:

1. summarise the main health, safety and security **requirements** that apply to a play environment
2. explain the importance of risk, stimulation and challenge during children and young people's play
3. give examples of risk in five different **play types**
4. explain the concept of acceptable and unacceptable risk in the context of different play types
5. evaluate different **approaches** to managing risk during children and young people's play
6. explain the value of enabling children and young people to manage risk for themselves
7. explain how playwork **organisations** seek to balance the health, safety and security of the play environment with children and young people's need for stimulation, risk and challenge.

### Range

#### Requirements

Current for home counties, risk assessments, suitability of staff (criminal record checks), staff:child/young person ratios, legislation, policies and procedures, code of conduct, safeguarding

#### 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, evolutionary play

#### Approaches

Empowering and enabling linked to intervention styles

#### Organisations

Before/after school club, holiday play scheme, play centre, open access centre, adventure playground, play bus / mobile unit, youth groups, local authorities/councils

## Unit 310

# Understand Children and Young People's Self-Directed Play

310.4

Be able to reflect on children and young people's play

### Assessment Criteria

The learner can:

1. **observe** play in a way that is sensitive to the children and young people involved
2. **reflect** on observations of children and young people's play
3. collect other information about children and young people's play and play preferences
4. identify a range of different play types from own observations
5. evaluate the impact of adult **intervention** on children and young people's play.

### Range

#### Observe

Looking at and sometimes recording children and young people's play behaviours and needs. The observation is not for the use of monitoring children and young people's development or planning a curriculum of activities

#### Reflect

Thinking about the observations and identifying what is going well and what could be improved on to support self-directed play

#### intervention

Intervention styles, play cycle.

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## Unit 311

# Understand how to safeguard the well being of children and young people

**Level:** 3

**Credit value:** 3

### Unit aim

This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.

### Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

- 311.1 Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people
- 311.2 Understand the importance of working in partnership with other organisations to safeguard children and young people
- 311.3 Understand the importance of ensuring children and young people's safety and protection in the work setting
- 311.4 Understand how to respond to evidence or concerns that a child or young person has been abused or harmed
- 311.5 Understand how to respond to evidence or concerns that a child or young person has been bullied
- 311.6 Understand how to work with children and young people to support their safety and well being
- 311.7 Understand the importance of e-safety for children and young people

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit reflects the NOS from

- PW7 Develop and maintain a healthy, safe and secure environment for children
- CCLD 305 Protect and promote children's rights
- LDSS NOS Unit 1: Contribute to the protection of children and young people from abuse
- HSC NOS Unit 34: Promote the well-being and protection of children and young people
- CWDC Training, support and development standards for Foster care Standard 6: Safeguard children and young people
- UK Codes of Practice for Social Care Workers

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

### Assessment and grading

This unit will be assessed by an assignment which is externally set and internally marked

## Unit 311

# Understand how to safeguard the well being of children and young people

311.1

Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people

### Assessment Criteria

The learner can:

1. outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people
2. explain child protection within the wider concept of safeguarding children and young people
3. analyse how national and local guidelines, policies and procedures for safeguarding affect **day to day work** with children and young people
4. explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice
5. explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.

### Range

#### Day to day work

Childcare practice, child protection, risk assessment, ensuring the voice of the child or young person is heard (e.g. providing advocacy services), supporting children and young people and others who may be expressing concerns

## Unit 311

# Understand how to safeguard the well being of children and young people

311.2

Understand the importance of working in partnership with other organisations to safeguard children and young people

### Assessment Criteria

The learner can:

1. explain the importance of safeguarding children and young people
2. explain the importance of a child or young person centred approach
3. explain what is meant by partnership working in the context of safeguarding
4. describe the roles and responsibilities of the **different organisations** that may be involved when a child or young person has been abused or harmed.

### Range

#### Different organisations

Social services, NSPCC, health visiting, GP, probation, police, school, psychology service

## Unit 311

# Understand how to safeguard the well being of children and young people

311.3

Understand the importance of ensuring children and young people's safety and protection in the work setting

### Assessment Criteria

The learner can:

1. explain why it is important to ensure children and young people are protected from harm within the work setting
2. explain **policies and procedures** that are in place to protect children and young people and adults who work with them
3. evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected
4. explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.

### Range

#### Policies and practice for safe working

Working in an open and transparent way, listening to children and young people, duty of care, whistleblowing, power and positions of trust, propriety and behaviour, physical contact, intimate personal care, off site visits, photography and video, sharing concerns and recording/ reporting incidents

## **Unit 311**

### **Understand how to safeguard the well being of children and young people**

311.4

Understand how to respond to evidence or concerns that a child or young person has been abused or harmed

#### **Assessment Criteria**

The learner can:

1. describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
2. describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
3. explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.

## Unit 311

### Understand how to safeguard the well being of children and young people

311.5

Understand how to respond to evidence or concerns that a child or young person has been bullied

#### Assessment Criteria

The learner can:

1. explain different types of **bullying** and the potential effects on children and young people
2. outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place
3. explain how to support a child or young person and/or their family when bullying is suspected or alleged.

#### Range

##### **Bullying**

*Physical* - Pushing, kicking, hitting, pinching and other forms of violence or threats

*Verbal* - Name-calling, insults, sarcasm, spreading rumors, persistent teasing,

*Emotional* - Excluding, tormenting, ridicule, humiliation

*Cyberbullying* - the use of Information and Communications Technology particularly mobile phones and the internet, deliberately to upset someone

*Specific* - types of bullying which can relate to all the above such as homophobic or gender based, racist, relating to special educational needs and disabilities

## Unit 311

## Understand how to safeguard the well being of children and young people

311.6

Understand how to work with children and young people to support their safety and well being

### Assessment Criteria

The learner can:

1. explain how to support children and young people's self-confidence and self-esteem
2. analyse the importance of supporting resilience in children and young people
3. explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety
4. explain ways of empowering children and young people to make positive and informed choices that support their well being and safety.

## Unit 311

# Understand how to safeguard the well being of children and young people

311.7

Understand the importance of e-safety for children and young people

### Assessment Criteria

The learner can:

1. explain the risks and possible consequences for children and young people of being online and of using a mobile phone
2. describe ways of reducing risk to children and young people from:
  - social networking
  - internet use
  - buying online
  - using a mobile phone

## Unit 312

# Understand the Organisational Framework for Play

**Level:** 3

**Credit value:** 4

### Unit aim

This unit covers the knowledge and understanding that a playworker needs to develop a framework of policies and procedures that reflect children and young people's rights

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

312.1 Understand the rights of children and young people in a playwork context

312.2 Understand how to contribute to strategies, policies and procedures that reflect children and young people's rights

### Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit links to the following NOS

- PW6 Contribute to an organisational framework that reflects the needs and protects the rights of children and young people
- UK Codes of Practice for Social Care Workers

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

### Assessment and grading

This unit will be assessed by an assignment which is externally set and internally marked

## Unit 312

# Understand the Organisational Framework for Play

312.1

Understand the rights of children and young people in a playwork context

### Assessment Criteria

The learner can:

1. summarise the key **legal requirements** covering the rights of children and young people and those who care for them in a play context
2. explain the importance of the **play environment** having policies and procedures that reflect legal requirements
3. evaluate different **theories and models** of good practice relating to inclusion
4. explain how to recognise **attitudinal, environmental** and **institutional** barriers to **inclusion** in a play environment
5. explain how to promote children and young people's rights in the play environment
6. clarify the difference between separate, segregated, integrated and inclusive play provision.

### Range

#### Legal requirements

Current laws and regulations (Home Country) that playwork settings must follow

#### Play environment

Any play setting or area that supports children and young people's play

#### Theories and models

Social model of disability, accessibility, anti-discriminatory

#### Attitudinal barriers

Preconceived perceptions of staff and volunteers

#### Environmental barriers

Lack of access, lack of resources

#### Institutional barriers

Restrictions dictated by the organisation or building

#### Inclusion

Open and accessible to all, with barriers removed

## Unit 312

## Understand the Organisational Framework for Play

312.2

Understand how to contribute to strategies, policies and procedures that reflect children and young people's rights

### Assessment Criteria

The learner can:

1. evaluate a playwork organisation's **strategies, policies** and **procedures** in relation to the children and young people's rights
2. explain how to develop policies and procedures for a play environment to cover:
  - play and social activities
  - health and safety
  - anti-discriminatory practice
  - child protection and bullying
  - responding to behaviour
3. explain how to **ensure** that policies and procedures are put into practice
4. clarify the importance of reviewing policies and procedures
5. explain how to review policies and procedures.

### Range

#### Strategies

Overall plans and aims

#### Policies

Specific aims of what the organisation wishes to do

#### Procedures

Actions that need to be followed to ensure the policy is put into practice

#### Ensure

Monitoring, review, appraisal, quality assurance, supervision

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## Unit 313

# Understand how to support positive outcomes for children and young people

**Level:** 3

**Credit value:** 3

### Unit aim

This unit aims to provide members of the children and young people's workforce with an understanding of the factors that can impact, both negatively and positively, on the outcomes and life chances of children and young people. It includes approaches to supporting positive outcomes including disability and specific requirements.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- 313.1 Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people
- 313.2 Understand how practitioners can make a positive difference in outcomes for children and young people
- 313.3 Understand the possible impact of disability, special requirements and attitudes on positive outcomes for children and young people
- 313.4 Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit links to the following NOS:

- PW24 Inclusive play, working with disabled children and young people
- CCLD NOS Units: 308: Promote children's wellbeing and resilience
- HSC38 Support children and young people to manage their lives
- HSC310 Work with children and young people to prepare them for adulthood, citizenship and independence
- UK Codes of Practice for Social Care Workers

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

### Assessment and grading

This unit will be assessed by an assignment which is externally set and internally marked

## Unit 313

### Understand how to support positive outcomes for children and young people

313.1

Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people

#### Assessment Criteria

The learner can:

1. describe the **social, economic and cultural factors** that will impact on the lives of children and young people
2. explain the importance and impact of poverty on outcomes and life chances for children and young people
3. explain the role of children and young people's personal choices and experiences on their outcomes and life chances.

#### Range

##### **Social, economic, cultural factors**

Personal choice, being in care system, poverty, housing and community, educational environment, offending or anti social behaviour, health status of self or family member, disability, health support (GP, health clinic, access to A&E etc), addictions in family or self, bereavement and loss, family expectations and encouragement, religious beliefs and customs, ethnic/cultural beliefs and customs, marginalisation and exclusion

## Unit 313

### Understand how to support positive outcomes for children and young people

313.2

Understand how practitioners can make a positive difference in outcomes for children and young people

#### Assessment Criteria

The learner can:

1. identify the **positive outcomes** for children and young people that practitioners should be striving to achieve
2. explain the importance of designing services around the needs of children and young people
3. explain the importance of active participation of children and young people in decisions affecting their lives
4. explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives.

#### Range

#### Positive Outcomes

Be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic wellbeing

## Unit 313

### Understand how to support positive outcomes for children and young people

313.3

Understand the possible impact of disability, special requirements and attitudes on positive outcomes for children and young people

#### Assessment Criteria

The learner can:

1. explain the potential impact of disability on the outcomes and life chances of children and young people
2. explain the importance of positive attitudes towards disability and specific requirements
3. explain the social and medical models of disability and the impact of each on practice.
4. explain the different types of **support** that are available for disabled children and young people and those with specific requirements.

#### Range

#### Support

Speech and language therapy, support from health professionals, additional learning support, assistive technology, specialised services

## **Unit 313**

### **Understand how to support positive outcomes for children and young people**

313.4

Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people

#### **Assessment Criteria**

The learner can:

1. explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people
2. compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes.

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## Unit 314

# Understand Relationships in the Play Environment

**Level:** 3

**Credit value:** 3

### Unit aim

This unit covers the knowledge and understanding that a playworker needs to build relationships with children, young people and other adults in a play environment. Other adults must include parents and others involved in the care of children and young people

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 314.1 Understand how to develop relationships with children and young people
- 314.2 Be able to support communication with children and young people
- 314.3 Understand how to support children and young people in developing relationships with others
- 314.4 Understand how to communicate with adults

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit links to the following NOS

- PW8 Develop and promote positive relationships
- PW14 Engage with parents and carers in the play environment

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

### Assessment and grading

This unit will be assessed by an assignment which is externally set and internally marked

## Unit 314

## Understand Relationships in the Play Environment

314.1

Understand how to develop relationships with children and young people

### Assessment Criteria

The learner can:

1. explain how the **development** of children and young people affects the way a playworker relates to them
2. evaluate different **strategies** for helping children and young people to feel welcome and valued in the play environment
3. explain what is meant by 'appropriate' and 'inappropriate' behaviour when a playworker interacts with children
4. explain why it is important to involve children and young people in decision making
5. evaluate different **strategies** that can be used to involve children and young people in decision making
6. explain how to negotiate with children and young people at different **stages of development**
7. explain different approaches that can be used to show children and young people that the playworker respects their individuality.

### Range

#### Development

Physical, intellectual, emotional, relationships, human growth from birth through adolescence

#### Strategies

Key person, positive images, open door policy, consultation

#### Strategies

Children's forum, suggestion box, questionnaires, idea board, children/young person representation on management committee

#### Stages of development

Physical, emotional, intellectual, relationships, communication, age related

## Unit 314

## Understand Relationships in the Play Environment

314.2

Be able to support communication with children and young people

### Assessment Criteria

The learner can:

1. explain the importance of the playworker **communicating clearly** with children and young people
2. explain why it is important for children and young people to be able to ask questions, offer ideas and make suggestions in the play environment
3. explain the importance of listening to children and young people
4. explain different **strategies** that can be used to communicate with children and young people who have communication difficulties
5. demonstrate two-way communication with a range of children and young people
6. demonstrate **behaviour** that shows children and young people's ideas and feelings are valued
7. demonstrate different **methods** of supporting children and young people to communicate with others.

### Range

#### Communicating clearly

Speaking, listening and body language that is consistent and transparent so that no misunderstanding of meaning can be given to the children and young people

#### Strategies

Alternative methods, technological, translation

#### Behaviour

Active listening, responding to requests, providing sufficient time, encouraging

#### Methods

Buddy system, emotionally safe environment, translation, technology

## Unit 314

## Understand Relationships in the Play Environment

314.3

Understand how to support children and young people in developing relationships with others

### Assessment Criteria

The learner can:

1. summarise different ways in which a playworker can help children and young people understand the value and importance of positive relationships with others
2. explain the importance of children and young people valuing and respecting other people's **individuality** and feelings
3. summarise different **strategies** a playworker can use to help children and young people value and respect other people's **individuality** and feelings
4. justify why it is important to be consistent and fair in dealing with both positive and negative behaviour in the play environment
5. summarise different **strategies** that a playworker can use to reinforce positive behaviour
6. summarise different **strategies** a playworker can use to challenge and deal with negative behaviour
7. explain why it is important for children and young people to be able to deal with conflict themselves
8. explain the types of **support** a playworker might need to give to help children and young people deal with conflict themselves.

### Range

#### Individuality

Diversity, differing strengths, weaknesses, personality, identity, culture and way of being

#### Strategies

*Value and respect* - role-modelling, positive images, celebrating diversity, information sharing

*Reinforce positive behaviour* - role-modelling, positive images, celebrating diversity, information sharing, praise

*Deal with negative behaviour* - time-out, rewards and sanctions, involve parents/carers, group agreements, appropriate responsibility, keeping an open mind

#### Support

Opportunities for discussion, debate, fairness without taking the conflict away, acknowledgement of emotions

## Unit 314

## Understand Relationships in the Play Environment

314.4

Understand how to communicate with adults

### Assessment Criteria

The learner can:

1. explain why it is important to have positive relationships with adults in the play environment
2. explain the importance of clear communication with adults in the play environment
3. summarise different **strategies** the playworker can use to communicate with adults who have **communication difficulties**
4. evaluate types of **situations** that might lead to conflict between playworkers and other adults
5. explain different **strategies** the playworker can use to deal with conflict situations involving other adults.

### Range

#### Strategies - communicate

Translation, technology, positive images, avoiding use of jargon

#### Communication difficulties

Visual/hearing impairment, English as a second language, literacy issues

#### Situations

With other staff, with parents/carers

#### Strategies - deal with conflict

Clear communication (written and verbal), policies and procedures, whistle blowing, reporting

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## Unit 315

# Understand Health, Safety and Security in the Play Environment

**Level:** 3

**Credit value:** 2

### Unit aim

This unit covers the knowledge and understanding that a playworker requires to maintain health, safety and welfare in a play environment

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

- 315.1 Understand the requirements for health, safety and security in the play environment
- 315.2 Understand health, safety and security procedures in a play setting
- 315.3 Understand how to assess risk in a play environment
- 315.4 Understand how to respond to accidents and other emergencies in a play environment
- 315.5 Understand hygiene practices in a play environment

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit links to the following NOS PW7 Develop and maintain a healthy, safe and secure environment for children

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

### Assessment and grading

This unit will be assessed by an assignment which is externally set and internally marked

## Unit 315

# Understand Health, Safety and Security in the Play Environment

315.1

Understand the requirements for health, safety and security in the play environment

### Assessment Criteria

The learner can:

1. summarise the **statutory and regulatory requirements** covering the health, safety and security for children and young people, workers, families and visitors in a play environment
2. explain the **regulations** covering manual handling and the risks associated with lifting and carrying children
3. explain how child development affects health, safety and security arrangements in a play environment.

### Range

#### Statutory and regulatory requirements

Current laws and regulations (Home Country) that playwork settings must follow

#### Regulations

Manual Handling Operations Regulations

## Unit 315

# Understand Health, Safety and Security in the Play Environment

315.2

Understand health, safety and security procedures in a play setting

### Assessment Criteria

The learner can:

1. explain the **procedures** to follow for safety checking the following in a play environment:
  - facilities
  - equipment
  - toilets
  - washing areas
  - movement and activity of children and young people
2. explain the **security procedures** to follow for the arrival and departure of children and young people at a play environment
3. explain the **procedures** for the storage and administration of medicines at a play environment.

### Range

#### Procedures

Checklists, manufacturers' instructions, reporting faulty equipment, fire-drills, attendance register, risk assessment

#### Security Procedures

Signing in/out of children, appropriate adult collection

#### Procedures – storage and administration of medicines

Actions that need to be followed to ensure the policy is put into practice, including safe storage, appropriate training where needed (epipen)

## Unit 315

# Understand Health, Safety and Security in the Play Environment

315.3

Understand how to assess risk in a play environment

### Assessment Criteria

The learner can:

1. explain the **theories and models** of risk assessment that are used for the following:
  - indoor play environment
  - outdoor play environment
  - outings
2. explain the difference between formal and informal risk assessments.

### Range

#### Theories and models

Five Steps to Risk Assessment (HSE), Risk Benefit

## Unit 315

# Understand Health, Safety and Security in the Play Environment

315.4

Understand how to respond to accidents and other emergencies in a play environment

### Assessment Criteria

The learner can:

1. explain the **procedures** to follow to record and report accidents and incidents
2. explain the contents of a first aid kit
3. explain how to respond to a range of situations involving **accidents and injuries**, taking account of the age of the children and young people involved
4. describe the signs and symptoms of common childhood **illnesses and allergies**
5. explain appropriate responses to a range of common childhood **illnesses and allergies**
6. evaluate the emergency procedures in a play environment for fire, missing children and evacuation.

### Range

#### Procedures-

Accident book, RIDDOR, reporting to regulatory bodies

#### Accidents and injuries

Falls/trips, collisions, use of equipment/resources, head injury, cuts/grazes, bruises, burns/sunburn, sprains, broken bones

#### Illnesses and allergies

Meningitis, nut allergy, chickenpox, stomach bug, dairy allergy, mumps, head lice, cold/flu

## Unit 315

## Understand Health, Safety and Security in the Play Environment

315.5

Understand hygiene practices in a play environment

### Assessment Criteria

The learner can:

1. explain good hygiene practices in relation to:
  - cross infection
  - systems for the disposal of different types of waste
  - food handling
  - handling bodily fluids
  - issues concerning the spread of HIV and hepatitis.

## Unit 316

# Understand How to Plan for and Support Children and Young People's Self-Directed Play

**Level:** 3

**Credit value:** 5

### Unit aim

This unit covers the knowledge, understanding and some elements of practice that a playworker requires to support children and young people's freely chosen, self-directed play and reflect on their practice

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- 316.1 Understand how to plan for children and young people's self-directed play
- 316.2 Understand how to prepare play spaces for children and young people's self-directed play
- 316.3 Understand how to support children and young people's self-directed play
- 316.4 Understand how to help children and young people manage risk during play

### Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit links to the following NOS - PW9 Plan and support self-directed play

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

### Assessment and grading

This unit will be assessed by an assignment which is externally set and internally marked

## Unit 316

# Understand How to Plan for and Support Children and Young People's Self-Directed Play

316.1

Understand how to plan for children and young people's self-directed play

### Assessment Criteria

The learner can:

1. explain why it is important to identify children and young people's play needs and preferences
2. explain how the **development** of children and young people affects their play needs and preferences
3. evaluate a range of **methods** for consulting with children and young people on their play needs and preferences
4. summarise the types of **indicators and objectives** that can be used to evaluate play provision.

### Range

#### Development

Physical, intellectual, emotional, relationships, human growth from birth through adolescence

#### Methods

Discussion, speaking, questionnaires, games, idea board, suggestion box

#### Indicators and objectives

Feedback (formal and informal), observation, self-assessment forms linked to regulatory bodies, quality assurance (eg First Claim)

## Unit 316

# Understand How to Plan for and Support Children and Young People's Self-Directed Play

316.2

Understand how to prepare play spaces for children and young people's self-directed play

### Assessment Criteria

The learner can:

1. summarise a range of different types of **play spaces**
2. explain how to prepare a range of play spaces for different **play types**
3. explain why it is important to create play spaces that children and young people can adapt to their own needs
4. explain how to obtain and create **resources** for play spaces
5. explain how to involve children and young people in the creation of **play spaces**.

### Range

#### Play spaces

Physical, affective, permanent or transient that supports and enriches the potential for children and young people's self-directed play

#### 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, evolutionary play

#### Resources

Loose Parts, staff, recyclable materials, natural resources – outside environment, the elements

## Unit 316

# Understand How to Plan for and Support Children and Young People's Self-Directed Play

316.3

Understand how to support children and young people's self-directed play

### Assessment Criteria

The learner can:

1. explain why it is important for children and young people to choose and explore play spaces for themselves
2. summarise the types of support a playworker may need to provide for a range of different play types
3. explain how to decide when is the appropriate time to provide support during children and young people's play
4. explain why it is important to leave the content and intent of play to children and young people
5. explain why it is important to allow play to continue uninterrupted
6. explain why it is important not to show children and young people 'better ways' of doing things, unless they ask
7. explain how to identify and respond to a **play cue**.

### Range

#### Play Cue

Communication signs from the child or young person wishes to play or invite others to play eg: language, facial expression or body language.

## Unit 316

# Understand How to Plan for and Support Children and Young People's Self-Directed Play

316.4

Understand how to help children and young people manage risk during play

### Assessment Criteria

The learner can:

1. justify why it is important to encourage and support **acceptable risk** taking during self-directed play
2. explain the levels of risk that are acceptable according to a play organisation's policies and procedures
3. explain how the development of children and young people affects the assessment and management of risk during self-directed play
4. evaluate different **strategies** for enabling children and young people to manage risk for themselves.

### Range

#### Acceptable Risk

An understanding of the possibility of the hazard causing harm eg: the use of sharp craft knives in den building activity

#### Strategies

Enabling, empowering, appropriate, intervention styles

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## Unit 317

# Engage in personal development in health, social care or children's and young people's settings

**Level:** 3

**Credit value:** 5

### Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

- 317.1 Understand what is required for competence in own work role
- 317.2 Be able to reflect on practice
- 317.3 Be able to evaluate own performance
- 317.4 Be able to agree a personal development plan
- 317.5 Be able to use learning opportunities and reflective practice to contribute to personal development

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit links to the following NOS

- CCLD unit 304
- GCU unit 6
- GEN 12, GEN 13
- HSC 33 Themes recur as knowledge requirements, performance criteria and core values throughout HSC NOS

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

### Assessment and grading

This unit will be assessed by an assignment which is externally set and internally marked

## Unit 317

### Engage in personal development in health, social care or children's and young people's settings

317.1

Understand what is required for competence in own work role

#### Assessment Criteria

The learner can:

1. describe the duties and responsibilities of own work role
2. explain expectations about own work role as expressed in relevant **standards**.

#### Range

#### Standards

Codes of practice, regulations, minimum standards, national occupational standards

## **Unit 317**

# **Engage in personal development in health, social care or children's and young people's settings**

317.2

Be able to reflect on practice

### **Assessment Criteria**

The learner can:

1. explain the importance of reflective practice in continuously improving the quality of service provided
2. demonstrate the ability to reflect on practice
3. describe how own values, belief systems and experiences may affect working practice.

## **Unit 317**

# **Engage in personal development in health, social care or children's and young people's settings**

317.3

Be able to evaluate own performance

### **Assessment Criteria**

The learner can:

1. evaluate own knowledge, performance and understanding against relevant standards
2. demonstrate use of feedback to evaluate own performance and inform development.

## Unit 317

# Engage in personal development in health, social care or children's and young people's settings

317.4

Be able to agree a personal development plan

### Assessment Criteria

The learner can:

1. identify **sources of support** for planning and reviewing own development
2. demonstrate how to work with **others** to review and prioritise own learning needs, professional interests and development opportunities
3. demonstrate how to work with others to agree own personal development plan.

### Range

#### Sources of support

Formal support, informal support, supervision, appraisal, within the organisation, beyond the organisation

#### Others

The individual, carers, advocates, supervisor, line manager or employer, other professionals

#### Personal development plan

Will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review

## **Unit 317**

### **Engage in personal development in health, social care or children's and young people's settings**

317.5

Be able to use learning opportunities and reflective practice to contribute to personal development

#### **Assessment Criteria**

The learner can:

1. evaluate how learning activities have affected practice
2. demonstrate how reflective practice has led to improved ways of working
3. show how to record progress in relation to personal development.

## Unit 318

# Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

**Level:** 3

**Credit value:** 4

### Unit aim

This unit assesses the competence a playworker needs to investigate children and young people's rights and needs and ensure these are met by a play environment

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 318.1 Be able to research children and young people's needs and rights
- 318.2 Be able to consult on children and young people's needs and rights
- 318.3 Be able to contribute to procedures that reflect children and young people's needs and rights
- 318.4 Be able to promote a diverse and inclusive play environment

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit links to the following NOS - PW6 Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

### Assessment

This unit will be assessed by portfolio of evidence

## Unit 318

# Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

318.1

Be able to research children and young people's needs and rights

### Assessment Criteria

The learner can:

1. research the following needs and rights of children and young people who use the **play setting**:
  - for play and social activities
  - for care and safety
  - for emotional wellbeing
  - for inclusion
  - for acknowledgement of identity
  - for information
  - for consultation and decision making
2. evaluate existing **policies and procedures** to ensure the needs and rights of children and young people in a play setting are being met.

### Range

#### Play setting

Before and after school club, holiday play schemes, adventure playgrounds, local authority play units, weekend play schemes, play training organisations, school play centres, play associations, play bus/mobile units, open access parks/centres

#### Policies:

Guidance statements so that everyone is aware of the goals and boundaries to which they are working

#### Procedures

These are the actions to follow to ensure that the Policy is put into practice

## Unit 318

### Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

318.2

Be able to consult on children and young people's needs and rights

#### Assessment Criteria

The learner can:

1. use different **methods** to consult with children and young people on the most effective ways a play setting can meet their needs and rights
2. promote children and young people's needs and rights to adults
3. evaluate consultation feedback, in partnership with children and young people
4. develop suggestions, in partnership with individual children and young people, to meeting their needs and rights in a play setting.

#### Range

#### Methods

Verbally, by questionnaire, games and activities

## Unit 318

# Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

318.3

Be able to contribute to procedures that reflect children and young people's needs and rights

### Assessment Criteria

The learner can:

1. develop **group agreements** with children and young people on ways of meeting their needs and rights
2. contribute to developing organisational procedures that are based on the ways of meeting needs and rights agreed with children and young people
3. reach agreements on **organisational procedures** with children and young people and adults who use the setting
4. provide information on organisational procedures to the children and young people and adults who use the setting
5. evaluate feedback on how well organisational procedures are working
6. negotiate ways of improving organisational procedures with children, young people and adults.

### Range

#### Group agreements

Decisions made after discussion with and between children and young people on how they would like to be treated by/ or treat others. The agreements are often made on an ad-hoc basis to fit a particular or spontaneous situation

#### Organisational procedures

The playsetting's directives for what the staff should and should not do or follow

## Unit 318

# Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

318.4

Be able to promote a diverse and inclusive play environment

### Assessment Criteria

The learner can:

1. make sure a play environment reflects and promotes **diversity** and **inclusion**
2. promote the play environment to children and young people who may experience barriers to participation
3. provide children and young people who may experience barriers to participation with appropriate support
4. provide a positive role model for issues to do with inclusion and diversity
5. provide opportunities for children and young people to understand and value diversity and inclusion
6. promote diversity and inclusion to colleagues and other relevant adults, providing support where necessary
7. deal with words and behaviour that challenge diversity and inclusion in a way appropriate to the people involved.

### Range

#### Diversity

Where there is difference and variety that reflects a broad mix of people from eg: various demographic, socio-economic, ethnic and cultural backgrounds and types of ability

#### Inclusion

Ensuring that play and play provision is open and accessible to all and takes positive action in removing barriers so that all children and young people, including disabled and non-disabled, and those from other minority groups, can participate

## **Unit 318                      Contribute to an organisational framework that reflects the needs and protects the rights of children and young people**

### Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under ‘the learner will be able to’ through their own work. This evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

There must also be evidence that the learner’s work has met the requirements listed in ‘assessment criteria’. This must include as a minimum:

- Three types of rights
- Three types of procedures
- One type of abuse

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

#### **Simulation**

Simulation is not allowed for this unit.

#### **Use of Supplementary Evidence**

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

## Unit 319

# Develop and maintain a healthy, safe and secure play environment for children and young people

**Level:** 3

**Credit value:** 3

### Unit aim

This unit assesses the competence a playworker needs to develop and maintain a healthy, safe and secure play environment for children and young people

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

- 319.1 Be able to establish a healthy, safe and secure environment for children and young people
- 319.2 Be able to maintain a healthy, safe and secure environment for children and young people
- 319.3 Be able to implement procedures for accidents, injuries, illnesses and other emergencies

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit links to the following NOS - PW7 Develop and maintain a healthy, safe and secure environment for children

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

### Assessment

This unit will be assessed by portfolio of evidence

## Unit 319

# Develop and maintain a healthy, safe and secure play environment for children and young people

319.1

Be able to establish a healthy, safe and secure environment for children and young people

### Assessment Criteria

The learner can:

1. evaluate up-to-date and accurate information about the health, safety and security requirements of the play environment
2. identify hazards in a play environment
3. remove hazards that can be eliminated
4. assess levels of risk for hazards that cannot be eliminated
5. establish procedures for managing the risks associated with hazards that cannot be eliminated
6. make sure all children, young people and adults using the play environment have information about the health, safety and security procedures that are relevant to them
7. review health, safety and security procedures in line with changing circumstances and requirements and to make improvements
8. keep records of hazard identification, risk assessments and health, safety and security procedures.

## Unit 319

# Develop and maintain a healthy, safe and secure play environment for children and young people

319.2

Be able to maintain a healthy, safe and secure environment for children and young people

### Assessment Criteria

The learner can:

1. assess the health, safety and security of a play environment before, during and following work activities
2. make sure children, young people and adults using a play environment follow the health, safety and security procedures
3. provide support, when necessary, to help children, young people and adults to follow the relevant health, safety and security procedures
4. maintain supervision of children and young people as appropriate to the levels of risk and the individual children and young people involved
5. support children and young people to manage risk for themselves
6. support children and young people's awareness of their own and others' safety and their personal responsibility for the health, safety and security of others.

## Unit 319

### Develop and maintain a healthy, safe and secure play environment for children and young people

319.3

Be able to implement procedures for accidents, injuries, illnesses and other emergencies

#### Assessment Criteria

The learner can:

1. make sure that accidents, injuries, signs of illness and other emergencies are identified when they occur
2. follow a play environment's procedures to deal with accidents, injuries, signs of illness and other emergencies
3. ensure that self and others are not put at unnecessary risk
4. provide comfort and reassurance to those involved
5. ensure first aid and medication are provided according to legal requirements and the play environment's procedures
6. follow the legal requirements and play environment's procedures for recording and reporting accidents, illnesses, injuries, signs of illness and other emergencies.

## **Unit 319            Develop and maintain a healthy, safe and secure play environment for children and young people**

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under ‘the learner will be able to’ through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

### **Simulation**

Simulation is not allowed for this unit.

### **Use of Supplementary Evidence**

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

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## Unit 320

# Develop and promote positive relationships in a play environment

**Level:** 3

**Credit value:** 3

### Unit aim

This unit assesses the competence a playworker needs to develop and promote positive working relationships with children, young people and adults in a play environment.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

320.1 Be able to develop relationships with children and young people

320.2 Be able to communicate with children and young people

320.3 Be able to support children and young people in developing relationships in the play environment

320.4 Be able to communicate with adults in the play environment

### Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit links to the following NOS - PW8 Develop and promote positive relationships

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

### Assessment

This unit will be assessed by portfolio of evidence

## Unit 320

## Develop and promote positive relationships in a play environment

320.1

Be able to develop relationships with children and young people

### Assessment Criteria

The learner can:

1. interact with children and young people in a way that helps them feel welcome and valued in the play environment
2. adapt own behaviour to the age, needs and abilities of individual children and young people
3. negotiate with children and young people about their needs and preferences
4. involve children and young people in decision making as appropriate to them and their individual development
5. apply anti-discriminatory practice in relationships with children and young people
6. maintain appropriate behaviour when working with children and young people
7. give attention to individual children and young people in a way that is fair to them and the group as a whole
8. respect confidential information about children and young people.

## **Unit 320**

### **Develop and promote positive relationships in a play environment**

320.2.

Be able to communicate with children and young people

#### **Assessment Criteria**

The learner can:

1. communicate with children and young people in a way that is appropriate to their individual needs and abilities
2. listen to children and young people
3. respond to what children and young people communicate in a way that shows they are valued
4. ask children and young people relevant questions to clarify and confirm points
5. encourage children and young people to ask questions, offer ideas and make suggestions
6. adapt communication methods in response to communication difficulties with children and young people.

## **Unit 320**

### **Develop and promote positive relationships in a play environment**

320.3

Be able to support children and young people in developing relationships in the play environment

#### **Assessment Criteria**

The learner can:

1. support children and young people in developing agreements about ways of behaving in the play environment and how these will be put into effect
2. support children and young people in understanding other people's feelings
3. support children and young people who have been upset by others
4. support children and young people to resolve conflict themselves
5. support other adults to develop positive relationships with children and young people in the play environment.

## **Unit 320**

### **Develop and promote positive relationships in a play environment**

320.4

Be able to communicate with adults in the play environment

#### **Assessment Criteria**

The learner can:

1. communicate with adults politely and courteously and in a way that is appropriate to them
2. show respect for adults' individuality, needs and preferences
3. respond to adults' requests for information accurately within agreed boundaries of confidentiality
4. actively listen to adults, asking questions and clarifying points when necessary
5. adapt communication methods in response to communication difficulties with adults
6. handle disagreements with adults in a way that will maintain positive working relationships.

## **Unit 320            Develop and promote positive relationships in a play environment**

Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under ‘the learner will be able to’ through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner’s work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

### **Simulation**

Simulation is not allowed for this unit.

### **Use of Supplementary Evidence**

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

## Unit 321

# Plan for and support children and young people's self-directed play

**Level:** 3

**Credit value:** 4

### Unit aim

This unit assesses the competence a playworker needs to plan for and support the self-directed play of children and young people

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

- 321.1 Be able to collect information on children and young people's play needs and preferences
- 321.2 Be able to analyse information on children and young people's play needs and preferences
- 321.3 Be able to plan play spaces for children and young people's self-directed play
- 321.4 Be able to prepare play spaces for children and young people's self-directed play
- 321.5 Be able to support children and young people's self directed play
- 321.6 Be able to support children and young people to manage risk during self-directed play

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit links to the following NOS - PW9 Plan and support self-directed play

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

### Assessment

This unit will be assessed by portfolio of evidence

## **Unit 321**

### **Plan for and support children and young people's self-directed play**

321.1

Be able to collect information on children and young people's play needs and preferences

#### **Assessment Criteria**

The learner can:

1. collect information on children and young people's play using the following methods:
2. observing children and young people at play
3. interacting with children and young people
4. investigate the needs of children and young people who experience barriers to access.

## **Unit 321**

### **Plan for and support children and young people's self-directed play**

321.2.

Be able to analyse information on children and young people's play needs and preferences

#### **Assessment Criteria**

The learner can:

1. analyse information about children and young people's play needs and preferences
2. take account of the needs of children and young people who experience barriers to access
3. take account of children and young people's ideas on their play needs and preferences.

## Unit 321

### Plan for and support children and young people's self-directed play

321.3

Be able to plan play spaces for children and young people's self-directed play

#### Assessment Criteria

The learner can:

1. identify a range of play spaces and resources that will meet the play needs of children and young people
2. plan the following play spaces that will meet the needs of children and young people and can be adapted by them to meet new needs:
  - physical
  - affective
  - transient
  - permanent
3. make sure play spaces provide for a range of different play types.

## Unit 321

### Plan for and support children and young people's self-directed play

321.4

Be able to prepare play spaces for children and young people's self-directed play

#### Assessment Criteria

The learner can:

1. obtain the resources needed for planned play spaces
2. work within available budgets to prepare play spaces
3. find creative ways of obtaining or making resources
4. create planned play spaces with children and young people's involvement
5. ensure play spaces are accessible for all the children and young people who take part
6. ensure play spaces meet health and safety requirements.

## Unit 321

### Plan for and support children and young people's self-directed play

321.5

Be able to support children and young people's self directed play

#### Assessment Criteria

The learner can:

1. encourage children and young people to choose and explore a range of play spaces for themselves
2. provide support to children and young people in their exploration of play spaces
3. leave the content and intent of play to the children and young people
4. enable play to occur uninterrupted
5. enable children and young people to explore their own values when playing
6. ensure children and young people can develop their own play
7. respond to play cues according to the stage of the play cycle.

## Unit 321

### Plan for and support children and young people's self-directed play

321.6

Be able to support children and young people to manage risk during self-directed play

#### Assessment Criteria

The learner can:

1. allow children and young people to experience and explore risk during play
2. identify the following types of risk when they occur:
  - physical
  - emotional
  - behavioural
  - environmental
3. assess the risks posed by hazards in a way that is sensitive to the children and young people involved
4. raise children and young people's awareness of hazards and how to manage risk for themselves
5. balance the risks involved in self-directed play with the benefits of challenge and stimulation
6. intervene in self-directed play only when the level of risk becomes unacceptable.

## **Unit 321            Plan for and support children and young people's self-directed play**

### Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum:

- All types of methods
- All types of play spaces
- All types of hazard

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

#### **Simulation**

Simulation is not allowed for this unit.

#### **Use of Supplementary Evidence**

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

## Unit 322

## Work with colleagues in a playwork team

**Level:** 3

**Credit value:** 10

### Unit aim

This unit assesses the competence a playworker needs to work effectively with their colleagues in a playwork team

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

- 322.1 Be able to contribute to the work of a playwork team
- 322.2 Be able to provide support to colleagues in a playwork team
- 322.3 Be able to respond to conflict in a playwork team
- 322.4 Understand how to contribute to the work of a playwork team
- 322.5 Understand how to provide support to colleagues in a playwork team
- 322.6 Understand how to respond to conflict in a playwork team

### Guided learning hours

It is recommended that **65** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit links to the following NOS - PW11 Work with colleagues in a team

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

### Assessment

This unit will be assessed by portfolio of evidence

## Unit 322

322.1

## Work with colleagues in a playwork team

Be able to contribute to the work of a playwork team

### Assessment Criteria

The learner can:

1. maintain relationships with the following colleagues in a way that helps the team work effectively:
  - working at same level
  - line managers
  - staff responsible to learner
2. carry out duties and responsibilities in a way as agreed with colleagues
3. clarify duties and responsibilities with the relevant colleague
4. respect the roles and responsibilities of others in the team and hand over situations to them when appropriate
5. vary agreed duties and responsibilities in collaboration with relevant colleagues
6. ask for additional support when necessary
7. make positive and realistic suggestions as to how the work of the playwork team can be improved
8. report progress and difficulties to relevant colleagues
9. make contributions to team meetings that assist the work of the team.

## **Unit 322**

322.2.

## **Work with colleagues in a playwork team**

Be able to provide support to colleagues in a playwork team

### **Assessment Criteria**

The learner can:

1. provide comment and constructive criticism to colleagues in a way that identifies good practice and reinforces their self-confidence
2. offer support to colleagues when they need it
3. communicate with colleagues, orally and in writing, making sure they have the information they need
4. demonstrate own support for diversity in relationships with colleagues
5. challenge discrimination and prejudice when working with colleagues.

## Unit 322

322.3

## Work with colleagues in a playwork team

Be able to respond to conflict in a playwork team

### Assessment Criteria

The learner can:

1. respond to conflict in a way that does not disrupt the work of the playwork team
2. refer conflict that cannot be resolved to the relevant colleague
3. demonstrate willingness to compromise when feasible solutions to conflict are proposed
4. offer effective support to colleagues in conflict in a way that is consistent with organisational procedures
5. provide reports on incidents of conflict as required by organisational procedures.

## Unit 322

322.4

## Work with colleagues in a playwork team

Understand how to contribute to the work of a playwork team

### Assessment Criteria

The learner can:

1. explain why effective, inclusive team work is important and how it contributes to the quality of provision
2. summarise the responsibilities of own role and the boundaries of own competence
3. explain why it is important to carry out agreed responsibilities and duties and what may happen if you do not do this
4. explain the importance of sorting out any duties or responsibilities which are unclear
5. clarify why responsibilities and duties should only be varied with the agreement of colleagues
6. describe the types of situations in which additional support should be sought from colleagues
7. explain the importance of making suggestions as to how the team's work could be improved
8. explain why it is important to keep the appropriate colleagues up to date and informed of progress
9. explain why it is important for the team to anticipate the needs of users.

## **Unit 322**

322.5

## **Work with colleagues in a playwork team**

Understand how to provide support to colleagues in a playwork team

### **Assessment Criteria**

The learner can:

1. clarify why it is important to give colleagues constructive criticism
2. explain why it is important for colleagues to receive recognition for their contributions
3. describe the types of situations in which colleagues may need support and how to respond to these
4. explain why it is important to share information and how to do this effectively
5. clarify why diversity is important in own area of work
6. explain why discrimination and prejudice should be challenged and how to do so effectively and constructively.

## **Unit 322**

322.6

## **Work with colleagues in a playwork team**

Understand how to respond to conflict in a playwork team

### **Assessment Criteria**

The learner can:

1. summarise the types of conflict which tend to happen in teams and how to deal with these
2. explain why it is important not to disrupt the work of the team when conflict occurs
3. summarise the types of conflict which can be dealt with personally and types of conflict which must be referred to others
4. clarify why it is important to compromise when possible
5. describe the types of situations where compromises should not be made
6. summarise different ways that to provide support to colleagues involved in conflict
7. explain why it is important to make a prompt and accurate report of conflict in the team
8. summarise organisational procedures for dealing with conflict.

## **Unit 322            Work with colleagues in a playwork team**

### Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum:

- Two types of colleagues
- Three types of suggestions
- Two types of support
- One type of conflict

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

#### **Simulation**

Simulation may be used for the whole or part of LO3 if there is no naturally occurring evidence.

#### **Use of Supplementary Evidence**

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

#### **Knowledge and Understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

## Unit 323

# Engage with parents, carers and families in a play environment

**Level:** 3

**Credit value:** 10

### Unit aim

This unit assesses the competence a playworker needs to engage effectively with parents, carers and families in a playwork context.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

- 323.1 Be able to develop relationships with parents, carers and families
- 323.2 Be able to communicate with parents, carers and families
- 323.3 Be able to support effective parenting as a playworker
- 323.4 Understand how to develop relationships with parents, carers and families
- 323.5 Understand how to communicate with parents, carers and families
- 323.6 Understand how to support effective parenting as a playworker

### Guided learning hours

It is recommended that **65** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit links to the following NOS - PW14 Engage with parents and carers in the play environment.

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

### Assessment

This unit will be assessed by portfolio of evidence

## Unit 323

## Engage with parents, carers and families in a play environment

323.1

Be able to develop relationships with parents, carers and families

### Assessment Criteria

The learner can:

1. initiate relationships with parents, carers and families in a way that helps them feel welcome in the play environment
2. establish respectful, open and honest relationships with parents, carers and families
3. respect the wishes of parents, carers and families within the limitations of agreed procedures, values and children's rights
4. respond promptly and positively to complaints and suggestions from parents, carers and families
5. respect confidential information about parents, carers and families as long as the children's welfare is maintained
6. handle any issues or complaints from parents and carers tactfully and in accordance with organisational procedures.

## **Unit 323**

### **Engage with parents, carers and families in a play environment**

323.2.

Be able to communicate with parents, carers and families

#### **Assessment Criteria**

The learner can:

1. hold conversations with parents and carers at appropriate times
2. summarise and provide clear and accurate information to parents and carers
3. confirm that parents and carers have understood what was communicated.

## Unit 323

## Engage with parents, carers and families in a play environment

323.3

Be able to support effective parenting as a playworker

### Assessment Criteria

The learner can:

1. encourage parents and carers to understand the value of play
2. advocate to parents and carers the importance and characteristics of freely chosen and personally directed play
3. share own actions and choices as a playworker with parents and carers giving reasons for own actions
4. listen to parents and carers concerns
5. discuss transitions with parents and carers
6. communicate to parents simple reassuring messages and facts about key transitions
7. refer parents and carers to sources of information, advice and support from other services, agencies or professionals
8. provide timely, appropriate and succinct information to enable other practitioners or professionals to deliver their support to parents and carers.

## Unit 323

## Engage with parents, carers and families in a play environment

323.4

Understand how to develop relationships with parents, carers and families

### Assessment Criteria

The learner can:

1. explain what open, honest, trusting and respectful relationships with parents are, and why they are important
2. clarify the importance of identifying the needs and expectations of parents and carers
3. explain how to balance the wishes of parents and carers with the agreed procedures and policies of the setting and the rights of the child
4. explain the importance of confidentiality and how to balance the need to respect confidential information about parents and carers with the welfare of the child
5. explain how to provide appropriate support and reassurance to parents and carers of disabled children, and those with learning difficulties or additional support needs and the types of support that could be provided
6. describe a range of situations that may cause conflict with parents and carers and how to deal with these effectively
7. explain own organisation's complaints procedures
8. explain what is meant by a 'shared understanding' with parents and carers and how to achieve this.

## Unit 323

## Engage with parents, carers and families in a play environment

323.5

Understand how to communicate with parents, carers and families

### Assessment Criteria

The learner can:

1. clarify why clear communication with parents, carers and families is important
2. describe a range of ways of communicating with parents, carers and families, including electronic
3. summarise the potential barriers to communication that parents and carers may experience
4. explain how to communicate with parents and carers who may experience communication difficulties
5. clarify the importance of showing that playworkers listen to parents and carers and take their views and opinions seriously.

## Unit 323

## Engage with parents, carers and families in a play environment

323.6

Understand how to support effective parenting as a playworker

### Assessment Criteria

The learner can:

1. explain the value of parents as 'partners' in the play process
2. define the limits of confidentiality in relation to children and young people - what should and should not be shared with parents and carers
3. explain key role of parents and carers in safeguarding and promoting children and young people's welfare
4. summarise the factors that can affect parenting and increase the risk of abuse
5. explain different transitions and their potential impact for children and young people
6. explain when to refer parents and carers to further sources of information , advice, support or guidance
7. describe where education and support services are available to parents and carers locally
8. clarify the importance of regular and ongoing contact with parents and carers
9. explain the valuable input of parents and carers in relation to multi-agency working.

## **Unit 323 Engage with parents, carers and families in a play environment**

### Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum:

- Three types of information

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

#### **Simulation**

Simulation is only allowed for AC1.6 if there is no naturally occurring evidence.

#### **Use of Supplementary Evidence**

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

#### **Knowledge and Understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

**Level:** 3

**Credit value:** 8

### **Unit aim**

This unit assesses the competence a playworker needs to administer access procedures to a play environment and maintain key information.

### **Learning outcomes**

There are **four** learning outcomes to this unit. The learner will:

- 324.1 Be able to implement access procedures
- 324.2 Be able to record key information
- 324.3 Understand how to implement access procedures
- 324.4 Understand how to record key information

### **Guided learning hours**

It is recommended that **60** hours should be allocated for this unit, although patterns of delivery are likely to vary

### **Details of the relationship between the unit and relevant national standards**

This unit links to the following NOS - PW15 Administer playwork provision.

### **Endorsement by a sector or other appropriate body**

This unit is endorsed by SkillsActive

### **Assessment**

This unit will be assessed by portfolio of evidence

## **Unit 324**

324.1

## **Administer playwork provision**

Be able to implement access procedures

### **Assessment Criteria**

The learner can:

1. answer the enquiries about the access of children and young people promptly and courteously following organisational procedures
2. collect the necessary information about the children, young people and their families
3. record information about children, young people and their families
4. pass the information on to the responsible colleague following organisational procedures
5. provide information to enquirers about future access conditions
6. ensure that access procedures are followed.

**Unit 324**  
324.2.

**Administer playwork provision**  
Be able to record key information

**Assessment Criteria**

The learner can:

1. make sure information in own area of responsibility is complete, legible and up-to-date
2. store information securely but in a way which allows it to be quickly found and retrieved
3. restrict access to information according to the agreements on confidentiality and organisational and legal requirements
4. provide information to authorised people and agencies when necessary.

## Unit 324

324.3

## Administer playwork provision

Understand how to implement access procedures

### Assessment Criteria

The learner can:

1. clarify why it is important to implement access procedures correctly
2. explain the requirements of Disability and Equal Opportunities legislation in regard to access
3. summarise the provisions of the Children Act in relation to play provision and record keeping
4. explain why it is important to deal with enquiries promptly and courteously
5. describe the types of enquiry which are likely to be made and how to deal with these
6. summarise the information which needs to be collected about children and their families and why
7. explain why it is important to record information clearly and fully
8. summarise the organisational procedures for processing and communicating information about children, young people and their families.

**Unit 324**  
324.4

**Administer playwork provision**  
Understand how to record key information

**Assessment Criteria**

The learner can:

1. clarify why it is important to keep records complete, legible and up-to-date
2. clarify why it is important to store records securely but in a way which enables them to be found quickly
3. describe different methods of organising and storing records
4. summarise the requirements of data protection legislation and why it is important to maintain confidentiality
5. explain the organisational requirements covering confidentiality
6. summarise the types of information which may need to be passed on to authorised people in the organisation and why requests should be dealt with promptly.

## **Unit 324            Administer playwork provision**

### Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum:

- Eight types of information

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

#### **Simulation**

Simulation is not allowed for this unit.

#### **Use of Supplementary Evidence**

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

#### **Knowledge and Understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

**Level:** 3

**Credit value:** 13

**Unit aim**

This unit assesses the competence a Playworker needs to promote their organisation in the community.

**Learning outcomes**

There are **six** learning outcomes to this unit. The learner will:

- 325.1 Be able to identify opportunities for promotion
- 325.2 Be able to promote their organisation
- 325.3 Be able to establish working relationships with other relevant organisations
- 325.4 Understand how to develop links with relevant organisations and individuals
- 325.5 Understand how to promote the organisation
- 325.6 Understand how to vary work practices according to the different individuals and/or organisations they are working with

**Guided learning hours**

It is recommended that **85** hours should be allocated for this unit, although patterns of delivery are likely to vary

**Details of the relationship between the unit and relevant national standards**

This unit links to the following NOS - B226 Promote your organisation in the community.

**Endorsement by a sector or other appropriate body**

This unit is endorsed by SkillsActive

**Assessment**

This unit will be assessed by portfolio of evidence

## Unit 325

325.1

## Promote own organisation in the community

Be able to identify opportunities for promotion

### Assessment Criteria

The learner can:

1. identify suitable opportunities to promote their work/organisation to the following people in the local community:
  - children and young people
  - parents and carers
  - organisations
  - workers in other disciplines
  - individuals in the community
  - children and young people who experience barriers to access.

## Unit 325

325.2.

## Promote own organisation in the community

Be able to promote their organisation

### Assessment Criteria

The learner can:

1. communicate the following aspects of their organisations work:
  - purpose
  - values
  - methods
  - benefits for the wider community
2. communicate organisational information through the following means:
  - spoken
  - written
  - visual images
3. present information in a language and style which is appropriate to the people involved
4. promote the work of the organisation in a way which is consistent with organisational policies and practices.

## **Unit 325**

325.3

## **Promote own organisation in the community**

Be able to establish working relationships with other relevant organisations

### **Assessment Criteria**

The learner can:

1. identify other organisations and individuals with whom it would be productive to work
2. establish contact with relevant individuals in other organisations
3. deal with approaches from other organisations positively and co-operatively
4. agree methods for exchanging information and maintaining future contact
5. exchange relevant information with other organisations and individuals when it is of benefit to those involved.

## Unit 325

325.4

## Promote own organisation in the community

Understand how to develop links with relevant organisations and individuals

### Assessment Criteria

The learner can:

1. explain the importance of networking
2. list a range of **organisations** and types of **individuals** with whom it would be productive to work
3. describe the mutual benefits that could arise from joint working and how these could be explored
4. describe the factors which are important to establishing and maintaining effective working relationships with other organisations and individuals
5. explain the importance of responding positively and co-operatively to other organisations and individuals.

### Range:

#### Organisations

School, SureStart/children's centres, community organisations, religious organisations, community health organisations, leisure organisations, regulatory bodies, sector skills councils, libraries

#### Individuals

Parents/carers, teachers, development workers, health visitors, local councillors/community leaders, caretakers, Play/park Rangers, children and young people

## Unit 325

325.5

## Promote own organisation in the community

Understand how to promote the organisation

### Assessment Criteria

The learner can:

1. explain why it is important to widely promote your work and its values, purpose and methods
2. explain the importance of reaching sections of the community that traditionally experience **barriers to inclusion**, including disabled children
3. describe the benefits of your work to the community and how these benefits can be emphasised
4. summarise the organisational policies and practices which need to be kept in mind when promoting Playwork, including those for inclusion.

### Range:

#### Barriers to inclusion

Attitudinal, preconceived perceptions of staff and volunteers, lack of access, lack of resources, rigidity, restrictions dictated by the organisation or building

## Unit 325

325.6

## Promote own organisation in the community

Understand how to vary work practices according to the different individuals and/or organisations they are working with

### Assessment Criteria

The learner can:

1. explain how to alter practice in relation to establishing working relationships with:
  - organisations/individuals in the same area of work and
  - organisations/individuals in different areas of work
2. describe how **presentations** can be tailored to the needs of:
  - children and young people
  - parents and carers
  - organisations
  - workers in other disciplines
  - individuals in the community
  - children and young people who experience barriers to access
3. explain how to promote the organisations work in a way that addresses other people's preconceptions and views
4. explain why it is important to obtain feedback on organisational initiatives from people in the community
5. explain how to obtain feedback from the different groups in the community and what to do with such feedback.

### Range:

### Presentations

PowerPoint, flip-chart, discussion, leaflets, posters, electronic

## **Unit 325            Promote own organisation in the community**

### Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum:

- Four types of people
- Two types of information
- One type of organisations
- One type of individuals

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

#### **Simulation**

Simulation is not allowed for this unit.

#### **Use of Supplementary Evidence**

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

#### **Knowledge and Understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

## Unit 326

## Organise and supervise travel

**Level:** 3

**Credit value:** 7

### Unit aim

This unit assesses the competence a playworker needs to organise and supervise travel.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

326.1 Be able to organise travel arrangements

326.2 Be able to supervise journeys

326.3 Be able to follow legal and organisational requirements relating to travel

326.4 Understand how to organise travel arrangements

326.5 Understand the organisational and legislative requirements for travel

326.6 Understand supervisory responsibilities required during journeys

### Guided learning hours

It is recommended that **45** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit links to the following NOS - B228 Organise and supervise travel.

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

### Assessment

This unit will be assessed by portfolio of evidence

## Unit 326

326.1

## Organise and supervise travel

Be able to organise travel arrangements

### Assessment Criteria

The learner can:

1. make the following types of arrangements:
  - method of transport
  - route
  - departure and arrival times
  - stages in the journey
  - food and drink
  - comfort and hygiene
  - overnight accommodation
  - supervision and support
  - transport and equipment
2. plan travel arrangements that :
  - are appropriate to the requirements of the journey
  - are appropriate to the needs of the participants
  - balance efficiency, cost -effectiveness, comfort and concern for the environment
  - are safe
  - take account of the likely conditions during the journey
3. provide participants and members of staff with clear, correct and up-to-date information about the travel arrangements
4. provide information relating to travel arrangements in good time
5. ensure participants and staff are fully prepared for the journey
6. plan for likely contingencies.

## Unit 326

326.2

## Organise and supervise travel

Be able to supervise journeys

### Assessment Criteria

The learner can:

1. provide supervision for journeys which are:
  - self-powered
  - in an organisation / hired vehicle
  - by public transport
2. take reasonable action to ensure the timely departure and arrival of participants
3. maintain the safety of participants during the journey
4. ensure equipment, belongings and travel documents are handled and stored in a way which maintains their safety and security
5. deal with difficulties which arise in a way which maintains the safety, security, comfort and goodwill of participants.

## **Unit 326**

326.3

## **Organise and supervise travel**

Be able to follow legal and organisational requirements relating to travel

### **Assessment Criteria**

The learner can:

1. follow relevant organisational and legal requirements for the journey
2. keep required records accurate and up-to-date
3. take reasonable action to ensure that vehicles and attachments being used for journeys conform to organisational and legal requirements.

## Unit 326

326.4

## Organise and supervise travel

Understand how to organise travel arrangements

### Assessment Criteria

The learner can:

1. outline the major factors to bear in mind when organising travel
2. describe the travel arrangements appropriate to the range of participants, journeys and types of programmes related to their work
3. describe the different types of arrangements and resources that may be required for:
  - adults
  - children and young people
  - people with specific needs for travel
4. describe the measures that should be taken to ensure the timely departure and arrival of participants
5. explain how conditions can affect travel and the importance of taking account of variations in condition
6. explain the importance of providing participants and other relevant individuals with up-to-date, accurate and timely travel information
7. describe the range of contingency arrangements which are likely to be needed for journeys and how to make these plans.

## **Unit 326**

326.5

## **Organise and supervise travel**

Understand the organisational and legislative requirements for travel

### **Assessment Criteria**

The learner can:

1. describe the preparations which participants and members of staff would have to make for journeys
2. summarise the organisational and legal requirements which govern the organisation of travel for participants
3. outline organisational and legal requirements for the condition and control of vehicles
4. summarise guidelines and good practice in relation to the parking of vehicles
5. outline the records which need to be kept in relation to travel and the importance of maintaining these.

## Unit 326

## Organise and supervise travel

326.6

Understand supervisory responsibilities required during journeys

### Assessment Criteria

The learner can:

1. explain the importance of ensuring the safety and welfare of participants during the journey and how to do this
2. describe the types of behaviour which should be discouraged during different types of journeys.
3. describe the steps which can be taken to manage and discourage undesirable behaviour during journeys
4. outline the main differences between carrying out supervisory responsibilities for:
  - adults
  - children and young people
  - people with specific needs for travel
5. describe the measures that should be taken to ensure the safety and security of:
  - equipment
  - belongings
  - travel documents
6. outline safe handling and storage techniques.

## Unit 326 Organise and supervise travel

### Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum:

- Six types of travel arrangements
- Two types of journeys
- Two types of participants

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

#### **Simulation**

Simulation is not allowed for this unit.

#### **Use of Supplementary Evidence**

Supplementary evidence is only allowed for one of the arrangements in AC1.1 and may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

#### **Knowledge and Understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

## Unit 327

## Manage a budget

**Level:** 3

**Credit value:** 11

### Unit aim

This unit assesses the competence a manager needs to prepare and, if necessary revise, budgets and control financial performance against a budget.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

327.1 Be able to prepare a budget

327.2 Be able to monitor financial performance against a budget

327.3 Be able to revise a budget

327.4 Understand the context for budgetary control in own organisation

327.5 Understand how to prepare budgets

327.6 Understand how to monitor financial performance against a budget

### Guided learning hours

It is recommended that **85** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit links to the following NOS - A27 Manage a budget

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

### Assessment

This unit will be assessed by portfolio of evidence

## **Unit 327**

327.1

## **Manage a budget**

Be able to prepare a budget

### **Assessment Criteria**

The learner can:

1. evaluate available information to prepare a realistic budget for own area of responsibility
2. consult with other relevant people in the organisation to prepare a realistic budget for own area of responsibility
3. submit a proposed budget to the relevant people in the organisation for approval
4. negotiate a proposed budget with the relevant people in the organisation.

## **Unit 327**

327.2

## **Manage a budget**

Be able to monitor financial performance against a budget

### **Assessment Criteria**

The learner can:

1. use an agreed budget to monitor and control performance for own area of responsibility
2. identify the causes of significant variances between what was budgeted and actual income and expenditure
3. take corrective action with the agreement of relevant people in the organisation
4. gather information from the implementation of the budget to assist in the preparation of future budgets
5. provide ongoing information on financial performance against the budget to relevant people in the organisation
6. advise relevant people in the organisation if there is evidence of potentially fraudulent activity in relation to the budget.

## **Unit 327**

327.3

## **Manage a budget**

Be able to revise a budget

### **Assessment Criteria**

The learner can:

1. propose revisions to a budget in response to variances or significant or unforeseen developments
2. agree revisions to a budget with relevant people in the organisation.

## Unit 327

327.4

## Manage a budget

Understand the context for budgetary control in own organisation

### Assessment Criteria

The learner can:

1. explain the purposes of budgetary systems in an organisation describe the area of responsibility to which own budget applies
2. summarise the factors, processes and trends that affect the setting of budgets in own area of responsibility
3. explain the vision, objectives and operational plans for your area of responsibility
4. summarise own organisation's guidelines and procedures for:
  - limits of own authority in relation to budgets
  - budgeting periods
  - preparation of budgets
  - approval of budgets
  - monitoring of budgets
  - reporting on financial performance against budgets
  - degree to which budgets can be varied without approval
  - revising budgets
  - procedures to follow when there are suspicions of fraud.

## **Unit 327**

327.5

## **Manage a budget**

Understand how to prepare budgets

### **Assessment Criteria**

The learner can:

1. identify sources of available information to prepare a budget
2. explain how to evaluate available information to prepare a budget
3. clarify the importance of consulting with others when preparing a budget
4. summarise the key factors that need to be covered when discussing, negotiating and confirming a budget with the people who control finance in an organisation.

## **Unit 327**

327.6

## **Manage a budget**

Understand how to monitor financial performance against a budget

### **Assessment Criteria**

The learner can:

1. explain how to use a budget to monitor and control performance for an area of responsibility
2. describe the main causes of variances that may happen
3. explain how to identify the causes of variances
4. summarise the types of corrective action that can be that can be taken to address budget variances
5. explain the importance of using the implementation of a budget to identify information and lessons for future budget preparation.

## **Unit 327            Manage a budget**

### Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

#### **Simulation**

Simulation is not allowed for this unit.

#### **Use of Supplementary Evidence**

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

#### **Knowledge and Understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

## Unit 401

# Inclusive play, working with disabled children and young people

**Level:** 4

**Credit value:** 11

### Unit aim

This unit assesses the competence a playworker needs to develop and implement inclusive practice and manage inclusive play in work with disabled children and young people.

### Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

- 401.1 Be able to develop inclusive play practice
- 401.2 Be able to implement inclusive play practice
- 401.3 Be able to help develop an environment which supports inclusive play
- 401.4 Be able to manage inclusive play
- 401.5 Understand the relevance of individual attitudes in relation to disabled people
- 401.6 Understand the current legal and theoretical framework for inclusion
- 401.7 Understand how to differentiate between effective and ineffective practice

### Guided learning hours

It is recommended that **79** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit links to the following NOS - PW24 Inclusive play, working with disabled children and young people

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

### Assessment

This unit will be assessed by portfolio of evidence

## Unit 401

# Inclusive play, working with disabled children and young people

401.1

Be able to develop inclusive play practice

### Assessment Criteria

The learner can:

1. contribute to developing, reviewing and maintaining inclusive policies, procedures and guidelines with:
  - staff
  - parents/carers
  - children
2. use appropriate consultation formats to consult with:
  - staff
  - parents/carers
  - children
  - other consultees
3. enable staff to reflect on their inclusive practice
4. enable staff to share good practice in relation to inclusion
5. ensure disabled children's views are taken into account.

## **Unit 401**

# **Inclusive play, working with disabled children and young people**

401.2.

Be able to implement inclusive play practice

### **Assessment Criteria**

The learner can:

1. implement inclusive staff recruitment policies and procedures
2. implement inclusive admissions policies and procedures
3. implement appropriate practice in relation to personal assistance and intimate care
4. contribute to implementing legislation and government policy on inclusive practice.

## **Unit 401**

## **Inclusive play, working with disabled children and young people**

401.3

Be able to help develop an environment which supports inclusive play

### **Assessment Criteria**

The learner can:

1. provide positive images of disabled children and adults in the play setting
2. use a variety of methods to challenge discriminatory attitudes and behaviour with children, young people and adults
3. ensure resources and environmental access meet the needs of disabled children within a legislative framework
4. access relevant resources including funding to support the inclusion of disabled children
5. monitor and evaluate your contribution in relation to disabled children's rights within the setting.

## Unit 401

# Inclusive play, working with disabled children and young people

401.4

Be able to manage inclusive play

### Assessment Criteria

The learner can:

1. support play around the interests and abilities of individual children
2. respond appropriately to the individual needs of children
3. use appropriate language and terminology that supports the Social Model of Disability
4. manage the service to offer both disabled and non disabled children the same right to play.

## **Unit 401**

### **Inclusive play, working with disabled children and young people**

401.5

Understand the relevance of individual attitudes in relation to disabled people

#### **Assessment Criteria**

The learner can:

1. describe the impact of other people's attitudes towards disabled people
2. explain how to explore and evaluate your own perception of disability.

## Unit 401

## Inclusive play, working with disabled children and young people

401.6

Understand the current legal and theoretical framework for inclusion

### Assessment Criteria

The learner can:

1. outline current **inclusion** theories
2. explain how the social model of disability underpins inclusive Playwork practice
3. outline relevant **legislation** and the way it helps to overcome barriers to the inclusion of disabled children.

### Range:

#### Inclusion

Open and accessible to all, with barriers removed

#### Legislation

Current laws and regulations (Home Country) that playwork settings must follow

## Unit 401

## Inclusive play, working with disabled children and young people

401.7

Understand how to differentiate between effective and ineffective practice

### Assessment Criteria

The learner can:

1. describe up-to-date **inclusion practices**
2. explain how to identify good inclusive Play practice
3. explain what constitutes inclusive guidance and policy making
4. identify policy and codes of practice that can discriminate against disabled children and their families
5. describe **practices** that prevent the participation of disabled children in freely chosen, self directed play.

### Range:

#### Inclusion practices

Role-modelling, positive images, celebrating diversity, information sharing, positive action in removing disabling barriers

#### Practices

Attitudinal, preconceived perceptions of staff and volunteers, lack of access, lack of resources, rigidity, restrictions dictated by the organisation or building

# **Unit 401            Inclusive play, working with disabled children and young people**

## Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

### **Simulation**

Simulation is not allowed for this unit.

### **Use of Supplementary Evidence**

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

### **Knowledge and Understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

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## Unit 402

## Contribute to evaluating, developing and promoting services

**Level:** 4

**Credit value:** 11

### Unit aim

This unit assesses the competence a playworker needs to contribute to evaluating, developing and promoting services

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

- 402.1 Be able to contribute to the evaluation of service provision
- 402.2. Be able to develop and improve services
- 402.3 Be able to contribute to the promotion of services
- 402.4 Understand how to carry out evaluations
- 402.5 Understand how to make improvements to services
- 402.6 Know which individuals in the organisation to work with in relation to different activities

### Guided learning hours

It is recommended that **85** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit links to the following NOS - B227 Contribute to evaluating, developing and promoting services

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

### Assessment

This unit will be assessed by portfolio of evidence

## Unit 402

## Contribute to evaluating, developing and promoting services

402.1

Be able to contribute to the evaluation of service provision

### Assessment Criteria

The learner can:

1. choose the following methods of evaluation for assessing service provision:
  - quantitative methods
  - qualitative methods
2. discuss and agree evaluation methods with the responsible members of staff
3. undertake evaluation procedures to:
  - collect information
  - record information
  - analyse information
  - store information
  - convey evaluation results to relevant colleagues
4. make recommendations and agree changes based on the results of their evaluation.

## Unit 402

## Contribute to evaluating, developing and promoting services

402.2.

Be able to develop and improve services

### Assessment Criteria

The learner can:

1. consult on possible improvements to services with relevant colleagues
2. work with appropriate individuals to develop a specification and plan for agreed improvements
3. obtain feedback and test the desirability of adjustment plans with representative groups and individuals
4. agree a full implementation plan with the responsible colleague.

## Unit 402

## Contribute to evaluating, developing and promoting services

402.3

Be able to contribute to the promotion of services

### Assessment Criteria

The learner can:

1. assist in the development and implementation of the following promotional methods:
  - leaflet distribution
  - media features
  - visits
  - events
  - incentive schemes
2. make suggestions for promotional methods which are consistent with:
  - agreed target groups
  - available resources
  - legal requirements
3. discuss and agree methods with responsible colleagues
4. develop and agree with the responsible colleague:
  - promotional materials
  - promotion methods
5. implement promotional methods in line with agreement.

## Unit 402

## Contribute to evaluating, developing and promoting services

402.4

Understand how to carry out evaluations

### Assessment Criteria

The learner can:

1. explain how to develop evaluation methods and identify appropriate evaluation criteria
2. explain the importance of implementing methods in line with the agreed strategy
3. explain how evaluations should be collated, analysed, reported on and stored.

## Unit 402

## Contribute to evaluating, developing and promoting services

402.5

Understand how to make improvements to services

### Assessment Criteria

The learner can:

1. explain how to make suggestions for improvements which are clear, logical and based on research findings
2. summarise the organisational procedures for suggesting improvements to services
3. describe the consultations that may need to take place in relation to different types of improvements
4. specify the:
  - needs
  - available resources
  - legal requirements (including those covering Disability and Equal Opportunities)
  - organisational policies
  - that should be taken account of in the development of services
5. explain how to develop specifications and plans for services
6. explain how to test changes to services and the importance of doing so
7. outline the importance of trying to continuously improve service provision
8. explain the difference in developing and improving:
  - existing services
  - new services.

## Unit 402

## Contribute to evaluating, developing and promoting services

402.6

Know which individuals in the organisation to work with in relation to different activities

### Assessment Criteria

The learner can:

1. identify the responsible member of staff with whom evaluation procedures should be agreed
2. list the range of other people that may need to be involved in the development of services  
outline the different ways you might need to work with the following list of appropriate individuals to develop a specification and plan for agreed improvements:
  - current users of your services
  - potential new users of your services
  - users who experience barriers to access
  - colleagues
3. identify the responsible member of staff to discuss and agree the promotional strategy with.

## **Unit 402                      Contribute to evaluating, developing and promoting services**

### Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum:

- Both types of evaluation methods
- One type of services
- All types of appropriate individuals
- Three types of promotional methods

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

#### **Simulation**

Simulation is not allowed for this unit.

#### **Use of Supplementary Evidence**

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

#### **Knowledge and Understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

**Level:** 4

**Credit value:** 11

**Unit aim**

This unit covers the competence that supervisors/team leaders require to help colleagues engage with and benefit from learning and development.

**Learning outcomes**

There are **twelve** learning outcomes to this unit. The learner will:

- 403.1 Encourage learning and development
- 403.2 Help colleagues identify their learning needs and styles
- 403.3 Help colleagues to plan and implement learning and development
- 403.4 Help colleagues to implement learning opportunities
- 403.5 Help colleagues to review and update learning and development plans
- 403.6 Understand how to encourage learning and development
- 403.7 Understand how to help colleagues identify their learning needs and styles
- 403.8 Understand how to help colleagues to plan learning and development
- 403.9 Understand how to help colleagues to implement learning and development
- 403.10 Understand how to help colleagues review and update learning and development plans
- 403.11 Understand the sector in which they provide learning opportunities to colleagues
- 403.12 Understand the context in which they provide learning opportunities to colleagues

**Guided learning hours**

It is recommended that **85** hours should be allocated for this unit, although patterns of delivery are likely to vary

**Details of the relationship between the unit and relevant national standards**

This unit links to the Management Standard Centre NOS 2004 - D7 Provide learning opportunities for colleagues

**Endorsement by a sector or other appropriate body**

This unit is endorsed by SkillsActive

**Assessment**

This unit will be assessed by portfolio of evidence

## **Unit 403**

403.1

## **Provide learning opportunities for colleagues**

Encourage learning and development

### **Assessment Criteria**

The learner can:

1. promote the benefits of learning to staff members
2. make sure that staff members' willingness and efforts to learn are recognised
3. encourage staff members to take responsibility for their own learning, including practising and reflecting on what they have learned.

## **Unit 403**

403.2

## **Provide learning opportunities for colleagues**

Help colleagues identify their learning needs and styles

### **Assessment Criteria**

The learner can:

1. give staff members fair, regular and useful feedback on their work performance
2. discuss and agree with staff members how they can improve their work
3. work with staff members 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 staff members to identify the learning style(s) or combination of styles which work best for them
5. ensure that individual learning styles are taken into account in identifying and undertaking learning activities.

## **Unit 403**

403.3

## **Provide learning opportunities for colleagues**

Help colleagues to plan and implement learning and development

### **Assessment Criteria**

The learner can:

1. work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs
2. discuss and agree with staff members a plan for development which includes:
  - learning activities to be undertaken
  - the learning objectives to be achieved
  - the required resources and timescales.

## **Unit 403**

403.4

## **Provide learning opportunities for colleagues**

Help colleagues to implement learning opportunities

### **Assessment Criteria**

The learner can:

1. work with staff members to recognise and make use of unplanned learning opportunities
2. seek and make use of specialist expertise in relation to identifying and providing learning for staff members
3. support staff members in undertaking learning activities
4. make sure any required resources are made available
5. make efforts to remove any obstacles to learning.

## **Unit 403**

403.5

## **Provide learning opportunities for colleagues**

Help colleagues to review and update learning and development plans

### **Assessment Criteria**

The learner can:

1. evaluate, in discussion with each staff member, whether the learning activities they have undertaken have achieved the desired outcomes
2. provide positive feedback on the learning experience
3. work with staff members to update their development plan in the light of performance, any learning activities undertaken and any wider changes.

## **Unit 403**

403.6

## **Provide learning opportunities for colleagues**

Understand how to encourage learning and development

### **Assessment Criteria**

The learner can:

1. identify the benefits of learning for individuals and organisations
2. describe how to promote the benefits of learning to colleagues
3. identify ways to develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised
4. explain why it is important to encourage colleagues to take responsibility for their own learning
5. describe how to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for colleagues.

## **Unit 403**

403.7

## **Provide learning opportunities for colleagues**

Understand how to help colleagues identify their learning needs and styles

### **Assessment Criteria**

The learner can:

1. describe how to provide fair, regular and useful feedback to colleagues on their work performance
2. describe how to identify learning needs based on identified gaps between the requirements of colleagues' work-roles and their current knowledge, understanding and skills
3. describe how to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues
4. identify the range of different learning styles
5. describe how to support colleagues in identifying the particular learning style(s) or combination of learning styles which works best for them.

## **Unit 403**

403.8

## **Provide learning opportunities for colleagues**

Understand how to help colleagues to plan learning and development

### **Assessment Criteria**

The learner can:

1. identify different types of learning activities that may be appropriate for colleagues
2. compare the advantages and disadvantages of different types of appropriate learning activities
3. identify the required resources (for example, time, fees, substitute staff) for different types of learning activities
4. identify how/where to identify and obtain information on different learning activities
5. explain why it is important for colleagues to have a written development plan
6. identify what a learning plan should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources).
7. describe how to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound).

## **Unit 403**

403.9

## **Provide learning opportunities for colleagues**

Understand how to help colleagues to implement learning and development

### **Assessment Criteria**

The learner can:

1. identify sources of specialist expertise in relation to identifying and providing learning for colleagues
2. identify the types of support colleagues might need to undertake learning activities
3. identify the resources needed for colleagues to undertake learning and development
4. identify the types of obstacles colleagues may face when undertaking learning and development
5. describe how obstacles to learning and development can be resolved.

## **Unit 403**

403.10

## **Provide learning opportunities for colleagues**

Understand how to contribute to the retention of colleagues

### **Assessment Criteria**

The learner can:

1. describe how to evaluate whether a learning activity has achieved the desired learning objectives
2. explain the importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes.

## **Unit 403**

403.11

## **Provide learning opportunities for colleagues**

Understand how to contribute to the retention of colleagues

### **Assessment Criteria**

The learner can:

1. identify the regulations and codes of practice that apply in the industry or sector
2. identify standards of behaviour and performance in the industry or sector
3. describe the working culture of the industry or sector.

## **Unit 403**

403.12

## **Provide learning opportunities for colleagues**

Understand how to contribute to the retention of colleagues

1. identify relevant information on the purpose, objectives and plans of the team or area of responsibility or the wider organisation
2. identify the work roles of colleagues, including the limits of their responsibilities and their personal work objectives
3. outline the current knowledge, understanding and skills of colleagues
4. outline any identified gaps in the knowledge, understanding and skills of colleagues
5. outline any identified learning needs of colleagues
6. identify learning style(s) or combinations of styles preferred by colleagues
7. identify the written development plans of colleagues
8. identify learning activities and resources available in/to the organisation
9. outline the organisation's policies in relation to equality and diversity
10. outline the organisation's policies and procedures in relation to learning
11. outline the organisation's performance appraisal systems.

## **Unit 403          Provide learning opportunities for colleagues**

### Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

#### **Simulation**

Simulation is not allowed for this unit.

#### **Use of Supplementary Evidence**

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

#### **Knowledge and Understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

## Unit 404

# Allocate and monitor the progress and quality of work in own area of responsibility

**Level:** 4

**Credit value:** 14

### Unit aim

This unit assesses the competence a manager needs to plan and allocate work to colleagues and monitor and improve and their performance.

### Learning outcomes

There are **ten** learning outcomes to this unit. The learner will:

- 404.1 Be able to plan work for colleagues
- 404.2 Be able to brief colleagues on planned work
- 404.3 Be able to monitor colleagues' work
- 404.4 Be able to support colleagues in their work
- 404.5 Understand own sector context for allocating and monitoring work in own area of responsibility
- 404.6 Understand own organisational context for allocating and monitoring work in own area of responsibility
- 404.7 Understand how to plan work for colleagues
- 404.8 Understand how to brief colleagues on planned work
- 404.9 Understand how to monitor work carried out by colleagues
- 404.10 Understand how to support colleagues in their work

### Guided learning hours

It is recommended that **95** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit links to the following NOS - A320 Allocate and monitor the progress and quality of work in own area of responsibility

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

### Assessment

This unit will be assessed by portfolio of evidence

## Unit 404

# Allocate and monitor the progress and quality of work in own area of responsibility

404.1

Be able to plan work for colleagues

### Assessment Criteria

The learner can:

1. confirm the work required in own area of responsibility with the relevant people
2. plan how work will be carried out, taking account of:
  - the views of people in own area of responsibility
  - any priorities or critical activities
  - best use of resources
3. ensure the work is allocated to colleagues on a fair basis, taking account of their skills, knowledge, experience, workloads and opportunities for personal development
4. review and update work plans for own area of responsibility
5. communicate changes to those who will be affected.

## Unit 404

# Allocate and monitor the progress and quality of work in own area of responsibility

404.2

Be able to brief colleagues on planned work

### Assessment Criteria

The learner can:

1. ensure that colleagues are briefed on allocated work with reference to:
  - how the work fits with the vision and objectives for the area of work and organisation
  - the standard of expected performance
2. promote ways of working which maximise the opportunities offered by diversity
3. enable colleagues to ask questions, make suggestions and seek clarification in relation to planned work.

## **Unit 404**

# **Allocate and monitor the progress and quality of work in own area of responsibility**

404.3

Be able to monitor colleagues' work

### **Assessment Criteria**

The learner can:

1. monitor the progress and quality of work of colleagues on a regular and fair basis
2. measure the progress and quality of colleagues work against the standard of expected performance
3. provide colleagues with prompt and constructive feedback on their performance.

## Unit 404

## Allocate and monitor the progress and quality of work in own area of responsibility

404.4

Be able to support colleagues in their work

### Assessment Criteria

The learner can:

1. support colleagues in identifying and dealing with problems and unforeseen events
2. motivate colleagues to complete allocated work, providing additional support to help completion
3. address any conflict that arises in a way that supports effective working
4. agree ways of improving colleagues' performance when necessary
5. acknowledge the successful completion of significant pieces of work
6. use information collected on colleagues' performance in formal appraisals of their performance.

## **Unit 404**

### **Allocate and monitor the progress and quality of work in own area of responsibility**

404.5

Understand own sector context for allocating and monitoring work in own area of responsibility

#### **Assessment Criteria**

The learner can:

1. summarise own sector's requirements for the development and maintenance of knowledge, understanding and skills
2. summarise specific legislation, regulations, guidelines and codes of practice for work in own area of responsibility.

## Unit 404

### **Allocate and monitor the progress and quality of work in own area of responsibility**

404.6

Understand own organisational context for allocating and monitoring work in own area of responsibility

#### **Assessment Criteria**

The learner can:

1. describe the people and other resources available in own area of responsibility
2. summarise the work requirements in own area of responsibility
3. summarise the operational plans in own area of responsibility
4. explain the vision and objectives of own area of work and those of own organisation
5. summarise own organisation's policy and procedures in relation to:
  - health and safety
  - people development
  - standards of performance
  - dealing with poor performance
  - grievance and disciplinary issues
  - performance appraisal.

## Unit 404

# Allocate and monitor the progress and quality of work in own area of responsibility

404.7

Understand how to plan work for colleagues

### Assessment Criteria

The learner can:

1. clarify the importance of confirming work required in own area of responsibility
2. explain how to take account of health and safety issues when planning and allocating work
3. clarify the importance of seeking views on planned work from people across own area of responsibility
4. explain how to maximise the opportunities offered by diversity in own area of responsibility
5. clarify the importance of reviewing and updating plans of work in the light of developments
6. explain how to reallocate work and resources and communicate changes to those affected.

## **Unit 404**

### **Allocate and monitor the progress and quality of work in own area of responsibility**

404.8

Understand how to brief colleagues on planned work

#### **Assessment Criteria**

The learner can:

1. explain the importance of briefing colleagues on planned work
2. clarify the importance of showing colleagues how their work fits into the overall vision and objectives of own area of responsibility and those of the organisation
3. compare different ways of enabling colleagues to ask questions and seek clarification when being briefed on planned work.

## **Unit 404**

### **Allocate and monitor the progress and quality of work in own area of responsibility**

404.9

Understand how to monitor work carried out by colleagues

#### **Assessment Criteria**

The learner can:

1. evaluate the advantages and disadvantages of different ways of monitoring colleagues' work.

## Unit 404

## Allocate and monitor the progress and quality of work in own area of responsibility

404.10

Understand how to contribute to the retention of colleagues

### Assessment Criteria

The learner can:

1. explain how to provide constructive and prompt feedback to colleagues about their work
2. explain how to take account of diversity and inclusion issues when supporting colleagues to complete allocated work
3. clarify the importance of identifying and addressing poor performance by colleagues
4. describe the types of problems and unforeseen events in own area of responsibility for which colleagues may need support
5. describe the types of support and additional resources colleagues may need to complete planned work
6. compare different methods of motivating and supporting colleagues to complete their work and improve their performance
7. explain how to log and make use of information on colleagues' performance when carrying out formal appraisals.

## **Unit 404            Allocate and monitor the progress and quality of work in own area of responsibility**

### Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

#### **Simulation**

Simulation is only allowed for AC4.3.

#### **Use of Supplementary Evidence**

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

#### **Knowledge and Understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

## Unit 501

## Recruit, select and keep colleagues

**Level:** 5

**Credit value:** 12

### Unit aim

This unit assesses the competence a manager needs to recruit, select and retain colleagues.

### Learning outcomes

There are **ten** learning outcomes to this unit. The learner will:

- 501.1 Be able to identify recruitment and selection needs
- 501.2 Be able to plan a recruitment and selection process
- 501.3 Be able to contribute to a recruitment and selection of people for identified vacancies
- 501.4 Be able to contribute to the retention of colleagues
- 501.5 Understand own sector context for recruitment, selection and retention
- 501.6 Understand own organisational context for recruitment, selection and retention
- 501.7 Understand how to identify recruitment and selection needs
- 501.8 Understand how to plan recruitment and selection processes
- 501.9 Understand how to contribute to the recruitment and selection of people for identified vacancies
- 501.10 Understand how to contribute to the retention of colleagues

### Guided learning hours

It is recommended that **85** hours should be allocated for this unit, although patterns of delivery are likely to vary

### Details of the relationship between the unit and relevant national standards

This unit links to the following NOS - A319 Recruit, select and keep colleagues

### Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

### Assessment

This unit will be assessed by portfolio of evidence

## Unit 501

501.1

## Recruit, select and keep colleagues

Be able to identify recruitment and selection needs

### Assessment Criteria

The learner can:

1. review on a regular basis the work required in own area of responsibility
2. identify any shortfall in own area of responsibility, including:
  - the number of colleagues
  - the pool of knowledge, skills and experience
3. select the most effective options for addressing any shortfall in colleagues or the pool of knowledge, skills and experience
4. develop job descriptions and person specifications for required roles in consultation with others.

## Unit 501

501.2

## Recruit, select and keep colleagues

Be able to plan a recruitment and selection process

### Assessment Criteria

The learner can:

1. plan the following aspects of the recruitment process in consultation with others:
  - main stages in the recruitment and selection process
  - the recruitment and selection methods to be used
  - timings for the recruitment and selection process
  - who will be involved in the recruitment and selection process
2. ensure that information on vacancies is fair, clear and accurate before it goes to potential applicants
3. seek and make use of specialist expertise in the recruitment and selection process
4. ensure the criteria for selection are consistent with the requirements of the vacancy.

## **Unit 501**

501.3

## **Recruit, select and keep colleagues**

Be able to contribute to a recruitment and selection of people for identified vacancies

### **Assessment Criteria**

The learner can:

1. take part in the recruitment and selection process as planned
2. ensure the recruitment and selection process is fair, consistent and effective
3. ensure applicants who are offered positions are able to perform effectively and work with their new colleagues
4. evaluate whether the recruitment and selection process has been successful in relation to appointments
5. identify any areas for improvement in the recruitment and selection process.

## **Unit 501**

501.4

## **Recruit, select and keep colleagues**

Be able to contribute to the retention of colleagues

### **Assessment Criteria**

The learner can:

1. evaluate reasons for colleagues leaving own area of responsibility
2. identify ways of addressing staff turnover problems
3. implement methods of addressing staff turnover problems that are consistent with own level of authority
4. suggest methods of addressing staff turnover problems that are outside own level of authority to the relevant colleagues.

## **Unit 501**

501.5

## **Recruit, select and keep colleagues**

Understand own sector context for recruitment, selection and retention

### **Assessment Criteria**

The learner can:

1. explain recruitment, selection and retention issues in own sector, including working practices and culture
2. explain specific initiatives relating to recruitment, selection and retention in own sector.

## Unit 501

501.6

## Recruit, select and keep colleagues

Understand own organisational context for recruitment, selection and retention

### Assessment Criteria

The learner can:

1. describe the current people resources available in own area of responsibility, including their skills, knowledge and experience
2. summarise the work requirements in own area of responsibility
3. summarise the operational plans and changes in own area of responsibility
4. describe the turnover rate in own area of responsibility
5. evaluate local employment market conditions in relation to recruitment, selection and retention
6. explain own organisation's culture, values and structure
7. summarise the policies and practices of own organisation in relation to:
  - recruitment
  - selection
  - induction
  - dismissal
  - pay
  - other terms and condition of employment
8. describe sources of specialist expertise in relation to recruitment, selection and retention used by own organisation.

## **Unit 501**

501.7

## **Recruit, select and keep colleagues**

Understand how to identify recruitment and selection needs

### **Assessment Criteria**

The learner can:

1. explain how to avoid stereotyping with regard to skills levels and work ethics
2. compare the advantages and disadvantages of different options for addressing identified shortfalls in the number of colleagues and the pool of skills, knowledge and experience
3. explain what job descriptions and person specifications should contain
4. explain why it is important to consult with other relevant people when producing job descriptions and person specifications.

## **Unit 501**

501.8

## **Recruit, select and keep colleagues**

Understand how to plan recruitment and selection processes

### **Assessment Criteria**

The learner can:

1. explain the different stages in the recruitment and selection process
2. clarify why it is important to consult with others when planning recruitment and selection, the methods to be used and the people to involve
3. compare different recruitment and selection methods and their advantages and disadvantages.

## **Unit 501**

501.9

## **Recruit, select and keep colleagues**

Understand how to contribute to the recruitment and selection of people for identified vacancies

### **Assessment Criteria**

The learner can:

1. clarify why it is important to give people fair, clear and accurate information on vacancies to potential applicants
2. explain how to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice when recruiting and selecting people
3. explain how to judge whether applicants meet the stated requirements of a vacancy.

## **Unit 501**

501.10

## **Recruit, select and keep colleagues**

Understand how to contribute to the retention of colleagues

### **Assessment Criteria**

The learner can:

1. explain why it is important to identify and evaluate why colleagues are leaving an area of work
2. explain how to explore constructively and sensitively the reasons for colleagues leaving an area of work
3. identify the types of reasons colleagues might have for leaving an area of work
4. explain the causes and effects of high and low staff turnover
5. explain measures that can be taken to address staff turnover problems.

## **Unit 501            Recruit, select and keep colleagues**

### Evidence of real work activity

There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

#### **Simulation**

Simulation is not allowed for this unit.

#### **Use of Supplementary Evidence**

Supplementary evidence may be gathered through professional discussion, projects, assignments or case studies, (but if naturally occurring evidence is available, this is obviously preferred).

#### **Knowledge and Understanding**

There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

## Appendix 1      Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole.

They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people.

They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and well being of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.
8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and well being of children.

The Playwork Principles were developed by the Playwork Principles Scrutiny Group, convened by Play Wales and adopted by SkillsActive in 2005.

## Appendix 2 Relationships to other qualifications

### Links to other qualifications and frameworks

City & Guilds has identified the connections to previous qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for RPL.

These qualifications have connections to the:

- Level 3 NVQ in Playwork (NQF)

## Appendix 3 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

### ***Providing City & Guilds qualifications – a guide to centre and qualification approval***

contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

***Ensuring quality*** contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

***Access to Assessment & Qualifications*** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- ***Walled Garden***  
Find out how to register and certificate candidates on line
- ***Qualifications and Credit Framework (QCF)***  
Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- ***Events***  
Contains dates and information on the latest Centre events
- ***Online assessment***  
Contains information on how to register for GOLA assessments.

## Appendix 4 Explanation and examples of terms

### **Ability**

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

### **Acceptable level of challenge and risk**

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

### **Aims**

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

### **Affective play space**

A space that pays attention to and supports the variety of feelings and moods that children and young people bring with them or have during play. The space has particular areas, materials and/or props that at different times stimulate or encourage the expression, experience or experimentation with a range of emotions; and seeks to develop via diverse means, an overall ambience of welcome, acceptance, freedom and playfulness.

### **Assessing risk**

Your organisation should already have carried out formal risk assessments for all aspects of your play environment; this will result in written health and safety policies and procedures. However, every worker is responsible for identifying hazards when they occur, assessing the risks they present and taking action to control these risks in line with their organisation's policies and procedures.

### **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.

### **Assessing risk**

Your organisation should already have carried out formal risk assessments for all aspects of your play environment; this will result in written health and safety policies and procedures. However, every worker is responsible for identifying hazards when they occur, assessing the risks they present and taking action to control these risks in line with their organisation's policies and procedures.

### **Barriers to access/barriers to inclusion**

Things that prevent or discourage children and young people from taking part in play provision. These may include physical barriers for disabled children and young people, but also include wider issues such as discrimination, lack of positive images, lack of culturally acceptable activities and customs, language barriers and many other factors that affect different communities.

### **Bullying**

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

## **Children and young people**

All children and young people of school age with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics.

## **Children and young people's rights**

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

## **Colleagues**

The people you work with – people who report to you, people working at the same level as yourself or your manager(s).

## **Communicate/communication**

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

## **Concern**

The awareness of indicators (verbal or behavioural from the child/young person or information from third parties) that a child/young person's physical or emotional well-being has been disrupted. Some indicators could result from for example bereavement, difficulties or transitions at home or school. Indicators may also suggest the possibility of child abuse or an abusive situation.

## **Consult/consultation**

An active two-way process of informing and involving individuals and groups to encourage the sharing of ideas, views and opinions especially in order to reach an agreed decision.

## **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 practise new skills, reading playwork theory, relevant research.

## **Cultural dietary requirements**

The types of food and drinks that children and young people are allowed or not allowed to consume according to the requirements of their culture, for example Moslem or Jewish children not eating pork or Hindu children not eating beef.

## **Development**

This includes play-related aspects of human growth from birth through adolescence. These include the progressive development of the child's intellectual skills; personality development, involving the complex interaction between psychological and social factors and the stage-by-stage development of the body and physical skills; it also includes socialisation, the process by which children and young people adjust to society and its demands.

## **Difference**

The way that one person is different to others for example because of their appearance, attitudes, behaviour, likes, dislikes, ways of communicating, ability etc.

## **Disability \***

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

**Disabled children and young people**

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

**Disabling attitudes/behaviour**

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

**Discriminatory practice/attitudes**

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

**Diversity**

Where there is difference and variety that reflects a broad mix of people from, for example, various demographic, socio-economic, ethnic and cultural backgrounds and types of ability

**Effectively**

Producing a successful outcome for the persons involved

**Emergency**

A situation requiring an immediate response, ranging from calling 999 to a problem that requires prompt action by staff within the play environment

**Feedback**

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

**Financial transactions**

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

**Good team work**

The type of relationship with your colleagues that helps the team to work well and provide a high level of service to children and young people. This includes getting along well with your colleagues, being fair to them, avoiding unnecessary disagreements and not letting your personal life influence the way you relate to colleagues.

**Group agreements**

Decisions made after discussion with and between children and young people on how they would like to be treated by/treat others. These agreements are often made on an ad hoc basis to fit a particular or spontaneous situation, but can also be made on an informal or formal basis. They are flexible and exist to accommodate children and young people's requirements and preferences, rather than be rules imposed by adults.

**Hazard**

Something that may cause harm to the health, safety and welfare of users of the play environment, for example, broken glass, faulty play equipment, doors being left open that should be closed.

## **Health and safety policies and procedures**

These will be written policies and procedures developed by your organisation in line with relevant legislation, such as the Health and Safety at Work Act, the Children Act and Control of Substances Hazardous to Health regulations.

## **Health and safety requirements**

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

## **Impairment\*\***

Lacking of part or all of a limb, or having a defective limb, organ or mechanism of the body. An individual physical, psychological or emotional make-up which differs from accepted 'norms'.

## **Inclusion/inclusive provision**

Ensuring that play provision is open and accessible to all and takes positive action in removing barriers so that all children and young people, including disabled and non-disabled, and those from other minority groups, can participate.

## **Individuality**

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

## **Integrated play provision**

The intermixing of people previously segregated by impairment alone. Non-disabled people tend to take the lead regarding the when, where, how and who.

## **Intervention styles**

A range of methods the playworker can use in the play environment. these may range from complete non-involvement through to specific intervention and may include: waiting to be invited to play; enabling un-interrupted play; enabling children and young people to explore their own values; leaving children and young people to improve their own performance; leaving the content/intent of play to the children/young people; letting the children and young people decide why they play; enabling the children and young people to decide what is appropriate behaviour; only organising when children and young people want you too.

## **Observation**

The purpose of observation in a play environment is to observe children and young people's play behaviours and the response of adults to ensure the environment continues to provide effective play spaces. These observations may include play types, cues and returns and playworkers' interventions. These observations are not for the purpose of monitoring children's development, planning activities or a curriculum; observations may or may not be recorded.

## **Organisation**

In this context an organisation is a separate group to your own play setting; organisations may include formally or non-formally constituted groups, young people-formed, led and run companies, community settings, schools etc.

## **Organisation's policies and procedures**

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

## **Parents and carers**

All people with parental or caring responsibilities for children, including primary and non-primary carers. This term should be taken to include all family members (including brothers and sisters) who may have caring responsibilities, wider family members, partners of parents and childminders or similar.

**Permanent play space**

Spaces that are fixed and cannot move, e.g. certain structures, kitchen etc., but these spaces may still also incorporate transient play spaces at different times.

**Physical play space**

Spaces that support children and young people in physically playing in any way they wish, for example, moving, running, jumping, climbing, swinging, dancing, wrestling, sliding, chasing, as well as all the fine motor skills.

**Plan**

Evidence that the specific play opportunity has been systematically organised; this would usually take some kind of written or visual format.

**Play cues\*\*\***

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

**Play cycle\*\*\***

The full flow of play from the first play cue from the child, its return from the outside world, the child's response to the return and the further development of play to the point where play is complete. The cycle includes the metalude, the cue, the return, the frame, adulteration, annihilation and display

**Play environment**

Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.

**Play process**

There is much ongoing debate about what The Play Process is and individuals will continue to discuss and come to their own conclusions. However, for the purposes of this glossary, in the simplest terms, the Play Process is what the child goes through and what they experience and what they feel whilst they are engaged in playing.

**Play space**

Any area – physical, affective, permanent or transient – that supports and enriches the potential for children and young people's self-directed play. A play environment may consist of one or any number of play spaces.

**Playwork practice**

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

**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.

**Reflect**

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

## **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.

## **Responsible Colleague**

The colleague with overall responsibility for the play environment on a specific play opportunities basis i.e. – the person in charge of the group you are working with.

## **Risk**

The possibility of a hazard actually causing harm – and the seriousness of harm it may cause – to children, young people and others, this will often be influenced by the level of understanding and development of the children and young people involved.

## **Security hazards**

For example strangers, familiar adults with access restrictions, opportunities for younger children to leave a supervised setting, suspect packages etc.

## **Segregated play provision**

The setting aside of disabled children and young people, based on a professional's view of impairment and lack of ability to 'fit in'. Non-disabled professionals have total control.

## **Security hazards**

For example strangers, familiar adults with access restrictions, opportunities for younger children to leave a supervised setting, suspect packages etc.

## **Self-powered**

For example, on foot or by bicycle or canoe

## **Separate play provision**

Groups of disabled children and young people who choose to meet and develop their own agenda, similar to other minority groups.

## **Serious injury**

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

## **Social Model of Disability**

The social model identifies that society is a disabling factor when lack of physical, environmental and attitudinal access excludes disabled people from everyday life.

## **Specific dietary requirements**

Requirements that correspond to personal beliefs or particular medical condition, for example not eating meat, or not eating nuts or flour-based products.

## **Support**

A process by which the playworker might encourage, help, inspire, motivate or advocate for children and young people without directing, controlling or instructing children and young people.

## **Transient play space**

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

## **Transition**

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

## **Unacceptable risk**

When a child or young person engages in play behaviour that is likely to result in death or serious injury. Other risks, whilst being perceived as dangerous and potentially harmful, can be considered acceptable because the benefits of the play experience outweigh the harm that may occur.

**\*Definition – based on UN 1981 International Year of Disabled People**

**\*\* Definition - Michael Oliver (1996) Understanding Disability: from theory to practice**

**\*\*\* Gordon Sturrock and Perry Else, 1998, The playground as therapeutic space: playwork as healing (known as “The Colorado Paper”)**, published in Play in a Changing Society: Research, Design, Application, IPA/USA, Little Rock, USA. Available as a PDF free of charge from [www.ludemos.co.uk](http://www.ludemos.co.uk) or [info.ludemos@virgin.net](mailto:info.ludemos@virgin.net).

## Appendix 5 Recording forms

### Candidate and centre details (Form 1)

Form used to record candidate and centre details, and the units/qualification(s) being assessed and details and signatures of assessor(s) and internal verifier(s).

This should be the first page of the candidate portfolio.

### Candidate profile (Form 2)

Form used if the candidate does not have an appropriate Curriculum Vitae (CV) for inclusion in the portfolio.

### Candidate skill scan (Form 3)

Form used to record the candidate's existing skills and knowledge.

### Expert/witness status list (Form 4)\*

Form used to record the details of all those who have witnessed candidate evidence.

### Assessment plan, review and feedback (Form 5)\*

Form used to record unit assessment plans, reviews and feedback to the candidate. The form allows for a dated, ongoing record to be developed.

### Performance evidence record (Form 6)\*

Form used to record details of activities observed, witnessed or for which a reflective or self account has been produced. For some, a customised alternative record may be provided in the qualification handbook.

### Questioning evidence record (Form 7)\*

Form used to record the focus of, and responses to, assessor devised questions. (For qualifications which use question banks or online testing, the location of this evidence should be recorded on Form 9, Evidence location sheet.)

### Professional discussion evidence record (Form 8)

Form used to record the scope and outcome of professional discussion if it is used

### Evidence location sheet (Form 9)\*

Form used to identify what requirements each piece of evidence covers and where it is located, including questioning records which are held elsewhere (for example, because they were conducted online).

This form is available in portrait (9A) and landscape (9B) format.

### Unit assessment and verification declaration (Form 10)\*

Form used on completion of each unit to meet the QCA requirement for a statement on authenticity. If this form is not used, there must be a written declaration, at unit level, signed by the assessor and the candidate, that the evidence is authentic and that the assessment was conducted under the specified conditions or context. (See Ensuring Quality, ref 5.4, page 28.)

### Summary of unit and qualification achievement (Form 11)\*

Form used to record the candidate's on-going completion of units and progress to final achievement of the complete unit and/or qualification.

This form is available in portrait (11A) and landscape (11B) format.

Please photocopy the forms as required.

## Form 1 Candidate and centre details

Keep a record of relevant contact details in the space provided below:

City & Guilds qualification title:			
Qualification number:		Level:	

Candidate details				
Name:			Signature:	
City & Guilds registration / unique learner number (ULN):				
Date enrolled with centre:				
Date registered with City & Guilds:				

Centre details				
Name:			Number:	
Contact number:				
Quality assurance co-ordinator name and contact (QAC) number:				

Internal verifier details				
Name:			Signature:	
Contact number:			Position:	

Assessor details				
(1) Name:			Signature:	
Contact number:			Position:	
Type (please tick):	Work-based <input type="checkbox"/> Peripatetic <input type="checkbox"/> Independent <input type="checkbox"/>			
Assessing unit(s):				
(2) Name:			Signature:	
Contact number:			Position:	
Type (please tick):	Work-based <input type="checkbox"/> Peripatetic <input type="checkbox"/> Independent <input type="checkbox"/>			
Assessing unit(s):				

If you have a CV you can use that instead of this form.

Name: \_\_\_\_\_

Place of work: \_\_\_\_\_

Assessor: \_\_\_\_\_

Outline of current job role:

--

**Previous relevant work roles and responsibilities, including voluntary work:**

--

**Previous relevant qualifications and training:**

--

Candidate name: \_\_\_\_\_

Unit	Duties	Examples Experience/qualifications	Training required
<b>001</b>			
<b>002</b>			
<b>003</b>			
<b>004</b>			

Qualification title: \_\_\_\_\_  
 Unit title: \_\_\_\_\_  
 Candidate name: \_\_\_\_\_

Please ensure that all witnesses who have signed the candidate’s evidence or written a report are included on this witness status list. All necessary details must be included and signed by the witness as being correct.

Witness name and signature	Status*	Professional relationship to candidate**	Unit or outcomes witnessed	Date

**\*Witness status categories**

1. Occupational expert meeting specific qualification requirement for role of Expert Witness; 2. Occupational expert not familiar with the standards; 3. Non-expert familiar with the standards; 4. Non-expert not familiar with the standards.

**\*\*Professional relationship to candidate**

Manager = M      Supervisor = S      Colleague = Coll      Customer = Cus      Other (please specify) \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Assessor name: \_\_\_\_\_

Unit number(s) and title(s): \_\_\_\_\_  
 \_\_\_\_\_

This record can be used for single and multiple unit planning. Remember that all planning should be SMART – Specific, Measurable, Achievable, Realistic and Time Bound.

Date action agreed	What has to be done / What has been reviewed and the feedback / Record of judgment or outcome	Date to be done by / Date done	Candidate and assessor signatures	Evidence reference

Date action agreed	What has to be done / What has been reviewed and the feedback / Record of judgment or outcome	Date to be done by / Date done	Candidate and assessor signatures	Evidence reference

The above is an accurate record of the discussion.

Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Qualification/unit: \_\_\_\_\_

Candidate name: \_\_\_\_\_

**Use this form to record details of activities (tick as appropriate)**

- observed by your assessor**
- seen by expert witness**
- seen by witness**
- self / reflective account**

Evidence ref(s):  
<b>Unit number(s):</b>  

NB Your assessor may wish to ask you some questions relating to this activity. There is a separate sheet for recording these. The person who observed/witnessed your activity must sign and date overleaf.

Unit(s)	Learning outcome(s)	Assessment criteria	Evidence

Unit(s)	Learning outcome(s)	Assessment criteria	Evidence

I confirm that the evidence listed is my own work and was carried out under the conditions and context specified in the standards.

Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor/Expert Witness\* signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*delete as appropriate

Internal Verifier signature (if sampled): \_\_\_\_\_ Date: \_\_\_\_\_

Unit: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Unit	Learning outcome(s)	Assessment criteria	Questions	Answers

The above is an accurate record of the questioning.

Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal Verifier signature (if sampled): \_\_\_\_\_ Date: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Assessor name: \_\_\_\_\_

Unit	Learning outcome(s)	Assessment criteria	What is to be covered in the discussion	Counter ref

**Outline record of discussion content**

**Assessment decision and feedback to candidate**

The above is an accurate record of the discussion.

Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal Verifier signature (if sampled): \_\_\_\_\_ Date: \_\_\_\_\_



Candidate name: \_\_\_\_\_

Unit number/title: \_\_\_\_\_

Item of evidence	Loc*	Ref	Link to assessment criteria (✓)																				
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

\* Location key: P = portfolio, O = office (add further categories as appropriate)

Qualification title: \_\_\_\_\_  
Unit number and title: \_\_\_\_\_

**Candidate declaration**

I confirm that the evidence listed for this unit is my own work.

Candidate name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

City & Guilds registration / unique learner number (ULN): \_\_\_\_\_

**Assessor declaration**

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. (Where there is more than one assessor, the co-ordinating assessor for the unit should sign this declaration.)

Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersignature: (if relevant) \_\_\_\_\_ Date: \_\_\_\_\_

(For staff working towards the assessor qualification)

**Internal verifier declaration**

I have internally verified the assessment work on this unit by carrying out the following (please tick):

- sampling candidate and assessment evidence** **Date:** \_\_\_\_\_
- discussion with candidate **Date:** \_\_\_\_\_
- observation of assessment practice **Date:** \_\_\_\_\_
- other – please state: \_\_\_\_\_ **Date:** \_\_\_\_\_

I confirm that the candidate's sampled work meets the standards specified for this unit and may be presented for external verification and/or certification.

Not sampled

Internal verifier name: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersignature: (if relevant) \_\_\_\_\_ Date: \_\_\_\_\_

(For staff working towards the internal verifier qualification)

Candidate name: \_\_\_\_\_ Signature: \_\_\_\_\_  
 City & Guilds registration number: \_\_\_\_\_ Date: \_\_\_\_\_  
 Centre name: \_\_\_\_\_ Centre number: \_\_\_\_\_

Unit	Title	Internal verification		Grade achieved (if appropriate)	Signatures			
		Date	Types of evidence (see key)		Assessor*	Candidate	IV*	EV (if sampled)

\*If there is a second line assessor/IV, both must sign.

Key for types of evidence (please extend if necessary):

O = Observation; Q = Questioning; P = Work products; C = Candidate/Reflective account; S = Simulation;  
 PD = Professional discussion; A = Assignments, projects/case studies; WT = Witness testimony;  
 ET = Expert witness testimony; RPL = Recognition of prior learning

Competence has been demonstrated in all of the units/the qualification recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Form 11B Summary of unit and qualification achievement**



Candidate name: \_\_\_\_\_ Signature: \_\_\_\_\_  
 City & Guilds registration number: \_\_\_\_\_ Date: \_\_\_\_\_  
 Centre name: \_\_\_\_\_ Centre number: \_\_\_\_\_

Unit	Title	Internal verification		Grade achieved (if appropriate)	Signatures			
		Date	Types of evidence <i>(see key)</i>		Assessor*	Candidate	IV*	EV (if sampled)

Key for types of evidence **O = Observation; Q = Questioning; P = Work products; C = Candidate/Reflective account; S = Simulation; PD = Professional discussion; (please extend if necessary): A = Assignments, projects/case studies; WT = Witness testimony; ET = Expert witness testimony; RPL = Recognition of prior learning**

\*If there is a second line assessor/IV, both must sign.

Competence has been demonstrated in all of the units/the qualification recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Registrations/enrolment</li> <li>• Certificates</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> <li>• Results</li> </ul>
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Results</li> <li>• Certification</li> <li>• Missing or late exam materials</li> <li>• Incorrect exam papers</li> <li>• Forms request (BB, results entry)</li> <li>• Exam date and time change</li> </ul>
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> <li>• Results</li> <li>• Entries</li> <li>• Enrolments</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> </ul>
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> <li>• Re-issue of password or username</li> <li>• Technical problems</li> <li>• Entries</li> <li>• Results</li> <li>• GOLLA</li> <li>• Navigation</li> <li>• User/menu option problems</li> </ul>
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> <li>• Employer solutions</li> <li>• Mapping</li> <li>• Accreditation</li> <li>• Development Skills</li> <li>• Consultancy</li> </ul>
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