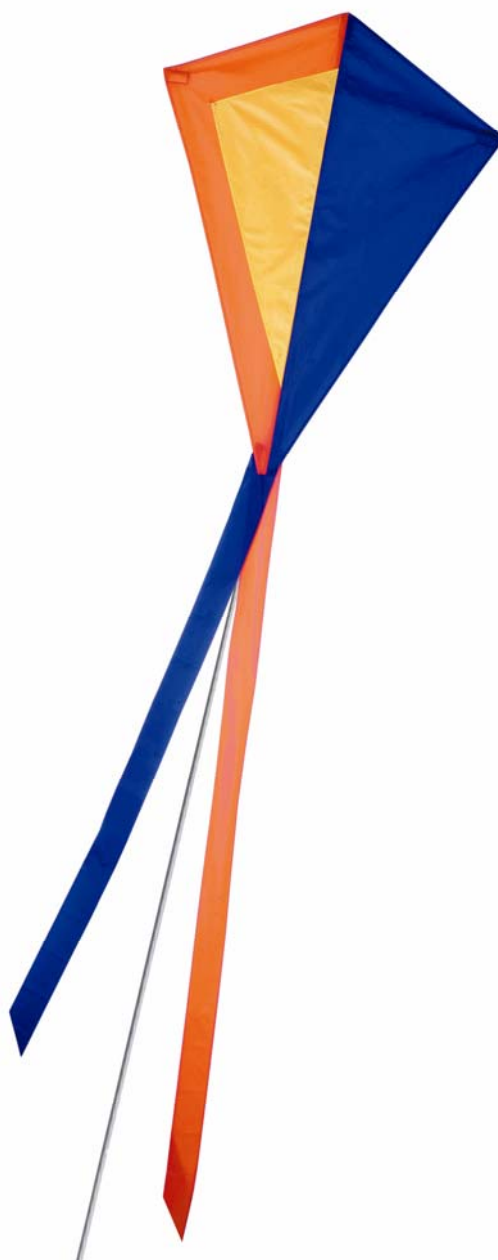


Level 3 NVQ in Playwork (4834-13)

Standards and assessment requirements

500/5323/1

www.cityandguilds.com
November 2008
Version 1.0



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1 Introduction

About this document

This document contains the information that centres need to offer the following National Vocational Qualifications (NVQ):

Level 3 NVQ in Playwork (4834-13)

QCA accreditation number

500/5323/1

This document contains details and guidance on:

- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements
- evidence recording forms

About the qualification

1.1 Sector Skills Council and the National Occupational Standards

Background to the National Occupational Standards (NOS) development

This qualification is based entirely on the National Occupational Standards (NOS) for Playwork at Level 3 which were developed as part of an incremental change project in 2007. National Occupational Standards are updated and incrementally changed to ensure that the latest and most up to date industry practices are adhered to.

They replace the previously available Level 3 NOS in Playwork

Contacting the Standards Setting Bodies

This qualification is based on the National Occupational Standards (NOS) developed by:

Name of SSC	SkillsActive
Address	Castlewood House 77-91 New Oxford Street London WC1A 1PX
Telephone	0207 632 2000
URL	www.skillsactive.com

Imported units

The following units in this NVQ have been imported from the National Occupational Standards (NOS) developed by other Standards Setting Bodies (SSBs):

Unit 414	Manage a Budget (Generic Management and Leadership Unit E1)
Unit 415	Recruit, select and keep colleagues (Generic Management and Leadership Unit D3)
Unit 416	Provide learning opportunities for colleagues (Generic Management and Leadership Unit D7)
Unit 417	Allocate and monitor the progress and quality of work in your area of responsibility (Generic Management and Leadership Unit D6)

Management Standards Centre
2 Savoy Court
Strand
London
WC2R 0EZ
www.management-standards.org

Apprenticeship framework

The NVQ has been approved by the SSC SkillsActive as part of the Apprenticeship Framework in England and Wales.

Full details of the requirements of the apprenticeship framework for the sector are available from SkillsActive at the above address.

City & Guilds also offers the following qualification, which is also part of the Apprenticeship framework.

- City & Guilds Level 3 Diploma in Playwork (6978-03).

Apprenticeship frameworks and technical certificate requirements may be updated at any time. In order to ensure you have the correct version, please check the framework on the SkillsActive website.

Accreditation details

This qualification is

- accredited by the Qualifications and Curriculum Authority as part of the National Qualifications Framework.

For further details about accreditation, national qualification frameworks and level descriptors please refer to Appendix 2.

2 About the qualification

2.1 Publications and sources of information

This document has been designed to be used with the City & Guilds *N/SVQ Guides*:

Publication	Content	Available from
<i>Centre guide</i>	An overview of N/SVQ assessment, delivery and quality assurance issues.	EN-12-001
<i>Candidate guide</i>	An introduction to N/SVQs, candidate responsibilities and an overview of the assessment process.	TS-12-001
<i>Recording forms</i>	Forms both centres and candidates may use to record evidence.	TS-33-0001

Visit the City & Guilds website (www.cityandguilds.com) for the latest versions of these documents.

The following City & Guilds publications are also available

Publication	Available from
<i>Level 3 in Playwork - Candidate logbook</i>	TS-13-4834 www.cityandguilds.com

Other essential City & Guilds documents

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- ***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.
- ***Ensuring quality*** contains updates on City & Guilds assessment and policy issues.
- ***Centre toolkit*** contains additional information on *Providing City & Guilds qualifications*, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates. The *Centre Toolkit* is sent to centres when they receive approved centre status. It is also available from to order at an additional cost.
- ***Online Catalogue*** contains details of general regulations, registration and certification procedures and fees.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website

3 Candidate entry requirements and progression

Candidate work role requirements

This NVQ is for those working in play settings as playworkers. A typical play setting would include:

- before and after-school club
- holiday playscheme
- adventure playground
- open access park/centre
- playbus / mobile unit
- local authority play unit
- school play centre
- weekend playscheme.

The candidate would be expected to demonstrate competence in supporting relationships, creating play spaces, supporting freely chosen and self-directed play, contributing to health and safety, and improving own practice and that of the team in the playsetting.

Candidate entry requirements

Generally, there is no prescribed recommended prior knowledge, attainment or experience needed to gain access to this qualification. Candidates 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 candidates have the potential and opportunity to gain evidence for the qualification in the work place.

Attainment of a City and Guilds Level 2 NVQ, Certificate or Diploma in Playwork is excellent prior preparation for this qualification.

For funding purposes, centres are reminded that candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

Age restrictions

This NVQ is not approved for use by candidates under the age of 16, 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 on completing assessments.

Other legal considerations

The following legal considerations apply to this qualification:

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

Progression routes

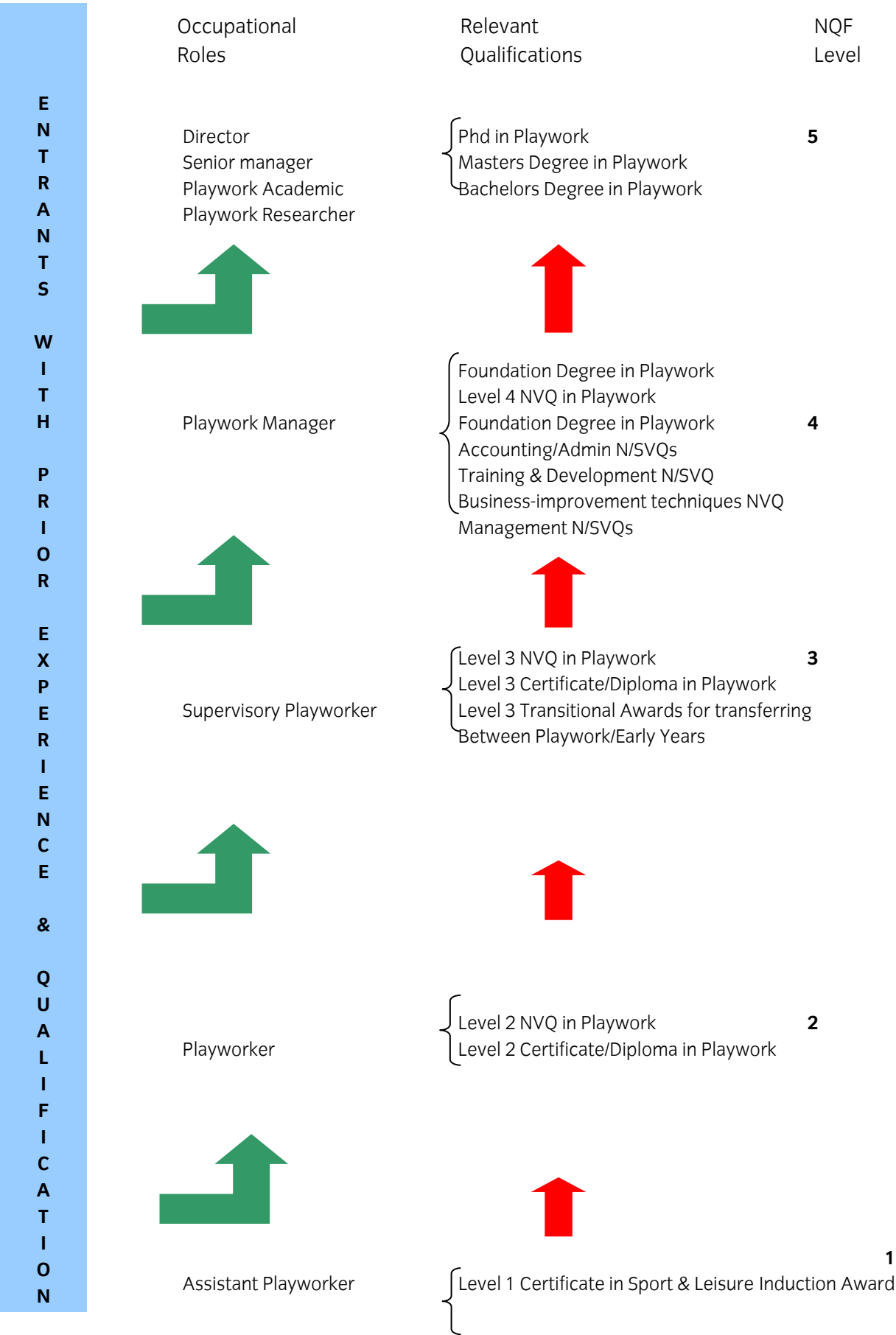
On completion of this qualification candidates may progress to the following City & Guilds Playwork qualifications:

- Level 4 NVQ in Playwork (4834-40)

Further details of all Playwork qualifications are available on the City and Guilds website (www.cityandguilds.com/playwork).

The diagram on the following page highlights a typical career progression route for a candidate in the Playwork industry.

Playwork Sector Progression Routes



Europass Certificate Supplement

A Europass Certificate Supplement is available for the Level 3 NVQ in Playwork (4834-13).

The Certificate Supplement is part of a European initiative called Europass which aims at facilitating mobility by making it easier to understand skills and qualifications, especially outside the issuing country.

The Certificate Supplement can be used to help learners find a job, get experience or enrol in an education or training programme abroad. It may also assist employers to identify the best applicant to work for their organisation.

The Certificate Supplement sits alongside the official certificate and is supplied by the awarding body which develops the qualification.

For more information on Europass and to download the Certificate Supplement for free, please visit **www.cityandguilds.com/europass**.

4 Centre resource requirements

4.1 Centre, qualification and fast track approval

Centres not yet approved by City & Guilds

To offer this [these] qualification[s], new centres will need to gain both **centre and qualification approval**. *Please refer to the Centre guide and Providing City & Guilds Qualifications for further information.*

Existing City & Guilds centres

To offer this [these] qualification[s], centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**. *Please refer the Centre guide and Providing City & Guilds Qualifications for further information.*

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 3 NVQ in Playwork (4834-30) may apply for approval for the new Level 3 NVQ in Playwork (4834-13) using the **fast track form**, available from the regional/national office or City & Guilds website.

Centres may apply to use offer the new qualification 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.

4 Centre resource requirements

4.2 Registration and certification

Time constraints

It is estimated that a Level 3 NVQ should be completed within three years of registration.

Registration and certification period

Centres should be aware of time constraints regarding the registration and certification periods for the NVQ as specified in the City & Guilds *Online Catalogue*.

Please check the *Online Catalogue* for the latest information on length of registration and the last registration and certification dates.

Where the period of access to assessment offered by a centre is less than the period covered by the candidates' registration with City & Guilds, centres must ensure that this is understood by the candidates

5 Assessment method requirements

This guidance is based on and amplifies the assessment strategy developed for the NVQ in Playwork Level 3, by the sector skills council SkillsActive.

External quality control

External quality control is provided by the usual City & Guilds external verification process which includes the use of the electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

SkillsActive (the Sector Skills Council for Active Leisure and Learning) holds an Awarding Body Forum which, amongst other things, will consider standardisation and implementation issues identified via external verification process.

Imported units

The following units have been imported from other qualifications. Candidates who have already achieved these units as part of another qualification do not have to repeat them, and may use them towards the NVQ in Playwork.

Unit 414	Manage a Budget (Generic Management and Leadership Unit E1)
Unit 415	Recruit, select and keep colleagues (Generic Management and Leadership Unit D3)
Unit 416	Provide learning opportunities for colleagues (Generic Management and Leadership Unit D7)
Unit 417	Allocate and monitor the progress and quality of work in your area of responsibility (Generic Management and Leadership Unit D6)

Performance evidence requirements

Usually evidence of candidate performance will be derived from assessor observation and/or testimony from an expert witness of the candidate carrying out work activities in the workplace. Detailed additional guidance is provided on a unit basis for the use of this/these or other acceptable performance assessment methods.

The evidence requirements to be located in individual units of the NVQ outline the specific assessment methods to be used for each unit.

Knowledge evidence requirements

The knowledge requirements for NVQ in Playwork units are detailed within the National Occupational Standards. There are no set banks of knowledge questions for this qualification. Candidates will be expected to engage in dialogue with the assessor and so demonstrate their understanding of the subject.

The need for holistic assessment

Whilst the NVQ is broken down into separate units, the work of the playworker is not. This means that as the playworker does their job they will generate evidence across a number of NVQ units. Using this evidence for all the units it relates to is part of Holistic Assessment.

Many of these units cover inter-related responsibilities, for example, 402, 403, 404, 406, and much of the naturally occurring evidence for these is likely to come from observing the candidate going about their normal day-to-day activities in a play setting.

For this reason, we **strongly** recommend that, if the candidate is attempting the whole NVQ, that inter-related units are assessed together in a holistic manner. In other words, when assessor observations occur, the assessor is **strongly** advised not to carry out observations on separate occasions for each of these units, but to visit the play setting, observe the candidate in all the work they do with children and identify how the evidence the candidate generates matches the requirements of any or all of these units.

Separate assessments for each of these units should only be necessary if the candidate is not attempting the whole of the NVQ, but seeks unit accreditation only. If more than one unit is being attempted, opportunities should also be sought for a 'holistic' approach.

It is worth noting here that for the NVQ process to be delivered successfully, the qualification is awarded to a worker who demonstrates that their work demonstrates competence - this means the playworker showing that they meet the criteria laid down in the National Occupational Standards

If a pre-assessment investigation of the candidate indicates that they may not yet be competent, the playwork candidate should undertake appropriate training and/or gain more experience before embarking on their NVQ assessment.

As the NVQ process is about the candidate (the playworker) demonstrating their competence, the evidence must come from being observed at work and/or looking at other forms of evidence from the candidate's real work that show how they meet the standard.

The Playwork NVQ is not intended as a snapshot of the playworker's work, but is rather a qualification that shows the playworker meets the standards consistently. It is expected that the playworker's evidence will show that they meet this standard on at least two occasions when the assessor is present and that evidence is also available to indicate the standard is met on occasions when the assessor is not present. These assessment occasions should be separated by a reasonable period of time sufficient to infer consistent practice. We recommend that these occasions are separated by at least two months. In the case of some units, assessors and verifiers should take account of the fact that opportunities for the candidate to generate evidence will be rare and therefore it will be acceptable to use 'historical evidence' – produced before the candidate has actually registered for the NVQ. However, this evidence should not be more than two years old and should be validated as being authentic.

Simulation

Simulation is allowed in **two** of the units in this qualification.

406.3 Respond to conflict in your team

409.1.7 Establish and develop working relationships with parents and carers

-handle any disagreements with parents and carers tactfully and in a way which is likely to maintain good relationships between parents and carers and the organisation

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where

- there is a high risk to the security or safety of the candidate, individuals, key people in their lives and others
- the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating candidates
- there would otherwise be a breach of confidentiality or privacy.

Where simulation is used, this should follow the requirements of the SPRITO (**SkillsActive**) **Assessment Strategy**.

6 Roles and occupational expertise requirements

Assessors

Assessors should

- hold the Assessor units A1/A2 (or the former D32/33) of the Employment National Training Organisation standards

New assessors should have a clear action plan for achieving unit A1/A2. An assessor or verifier who has gained certification must support assessment decisions by assessors who are still working towards certification.

- provide evidence of recent experience and competence in the occupational area to the level of the qualification(s) they wish to assess
 - have worked with children and young people as a Playworker in settings underpinned by the Playwork Principle.
 - demonstrate Playwork experience, knowledge and skills required to make accurate judgements about others' competence
 - have knowledge and understanding of, and commitment to, the Playwork Principles
 - 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).

It is also desirable that assessors have

- a relevant and nationally recognised Playwork training course or qualification from the NQF in England/Wales and Northern Ireland or the SCQF in Scotland, or an action plan to achieve such.

Assessors should also

- provide evidence of knowledge, understanding and application of the National occupational Standards with the Assessment Specification
- 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.

Expert witnesses

SkillsActive and City & Guilds recognise that for the assessment of workplace performance to be as natural and efficient as possible, the use of witness testimony should be encouraged, and has a crucial role in the collection of evidence.

Witnesses must be fully briefed and clear about the purpose and use of the testimony. Any relationship between the witness and candidate should be declared and noted by the assessor and the external verifier/awarding body informed.

Witnesses must be able to demonstrate that they have the necessary expertise in the relevant area and their testimony should

- be specific to the activities or product
- give a brief description of the circumstances of the observation
- give a brief description of the background of the witness and the observed activity
- identify the aspects of competence demonstrated.

The assessor should carefully note this information.

There are no specific occupational expertise requirements for witnesses. Witness testimony can provide evidence to establish consistency in a candidate's practice and/or to evidence events which are difficult to plan to observe. In order that the assessor may make an informed judgement about the contribution of the witness' testimony to the overall evidence presented for a unit or qualification, a statement of the witness' status should be included in the candidate's portfolio of evidence. This can be done by using the Witness Status List (form N/SVQ5) or including it as part of the witness testimony itself. The statement should indicate the relationship between the candidate and the witness and should enable the assessor, by defining the role that the witness has played in the gathering of evidence (ie as colleague, worker from another organisation), to judge the extent of the witness' knowledge of the National Occupational Standards and understanding of the work roles involved.

Please note: the use of witness testimony from relatives or those with whom the candidate has a significant personal relationship is not acceptable.

Internal verifiers

Internal verifiers should

- hold the Internal Verifier unit V1 (or the former D34) of the Employment National Training Organisation standards.

New internal verifiers should have a clear action plan for achieving unit V1.

- provide evidence of recent experience and competence in the occupational area to the level of the qualification(s) they wish to assess.
 - have worked with children and young people as a Playworker in settings underpinned by the Playwork Principles.
 - demonstrate Playwork experience, knowledge and skills required to make accurate judgements about others' competence.
 - have knowledge and understanding of, and commitment to, the Playwork Principles.
 - 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)

It is also desirable that internal verifiers have

- o a relevant and nationally recognised Playwork training course or qualification from the NQF in England/Wales and Northern Ireland or the SCQF in Scotland, or an action plan to achieve such.

Internal Verifiers should also

- provide evidence of knowledge, understanding and application of the National Occupational Standards with the Assessment Specification
- 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.

Continuous Professional Development requirements

City & Guilds expects all those with formal roles in the assessment or verification process to participate in a minimum of two CPD activities per annum. This can be to update either vocational skills/knowledge or assessment/verification skills/knowledge.

Additional sector requirements for subject competence for the playwork industry

Please see Appendix 6 for the latest recommendations from the SkillsActive Playwork Unit as to sector requirements for subject competence for playwork tutors, trainers, assessors and internal

7 Recording assessment and evidence

7.1 Data protection and confidentiality

Data protection and confidentiality

Data protection and confidentiality must not be overlooked when assessing candidates.

Centres offering this NVQ may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications*.

Protecting identity

It is extremely important to protect the identity of individuals (adults or children) encountered by candidates in the work setting, eg customers or parents.

Confidential information must not be included in candidate portfolios or assessment records. Confidential information should remain in its usual location, and a reference should be made to it in the portfolio or assessment records.

When recording evidence towards this qualification, candidates are expected in particular to protect the identity of individuals, children and young people in their care by disguising their names and that of the placement setting.

Images of minors being used as evidence

If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualification, **both centre and candidate** have responsibilities for meeting child protection legislation.

It is the responsibility of the centre to inform the candidate of the

- need to obtain permission from the minor's parent/guardian prior to collecting the evidence
- reasons and restrictions for using photographs or video recordings as evidence
- period of time for which the photographs or video recordings may be kept
- obligation to keep photographs or video recordings secure from unauthorised access in an location outside of their portfolio
- secure electronic storage requirements of photographs or video recordings associated with child protection legislation.

7 Recording assessment and evidence

7.2 Recording forms to use

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at:
www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms*, including examples of completed forms, for new and existing centres to use as appropriate (see *NVQ Guide for centres and candidates - Recording forms*, available on the City & Guilds website).

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 NVQ candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

City & Guilds has also developed a candidate logbook specifically for this NVQ.

Level 3 in Playwork - Candidate logbook TS-13-4834

It is available from the City & Guilds website or can be ordered from Publications.

8 The qualification structure

Qualification structure

To achieve the Level 3 NVQ in Playwork candidates must complete **nine** units in total. They must complete all **five** mandatory units **401-405** and any **four** optional units **406-418**.

QCA unit reference	City & Guilds Unit no	SkillsActive Unit no	Unit title
M/103/4431	401	PW6	Contribute to an organisational framework that reflects the needs and protects the rights of children and young people
T/103/3393	402	PW7	Develop and maintain a healthy, safe and secure environment for children
M/103/3392	403	PW8	Develop and promote positive relationships
T/103/3412	404	PW9	Plan for and support self-directed play
F/103/3395	405	PW10	Reflect on and develop practice
T/103/4432	406	PW11	Work with colleagues in a team
A/103/4433	407	PW12	Respond to concerns about possible child abuse
F/103/4434	408	PW13	Contribute to children's health and well-being
J/103/4435	409	PW14	Work with parents and carers
L/103/4436	410	PW15	Administer playwork provision
R/103/4437	411	B226	Promote your organisation in the community
Y/103/4438	412	B227	Contribute to evaluating, developing and promoting services
D/103/4439	413	B228	Organise and supervise travel
F/103/1596	414	A27	Manage a budget

A/103/1595	415	A319	Recruit, select and keep colleagues
Y/103/1586	416	A321	Provide learning opportunities for colleagues
D/103/1590	417	A320	Allocate and monitor the progress and quality of work in your area of responsibility
M/104/1007	418	PW24	Inclusive play, working with disabled children and young people

9 Relationships to other qualifications

9.1 Relationship to previous versions of the qualification

City & Guilds has identified the connections to the NVQ previously offered by City & Guilds in Playwork.

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 the forerunner qualification are automatically covering all of the content of the new NVQ listed in the mapping.

Relationship between this Level 3 NVQ in Playwork (4834-13) and forerunner Level 3 NVQ in Playwork (4834-30)

Level 3 NVQ in Playwork (4834-13)		Level 3 NVQ in Playwork (4834-30) (forerunner)	
Unit Number	Title	Unit Number	Title
401	Contribute to an organisational framework that reflects the needs and protects the rights of children and young people	401	Contribute to an organisational framework that reflects the needs and protects the rights of children and young people
402	Develop and maintain a healthy, safe and secure environment for children	402	Develop and maintain a healthy, safe and secure environment for children
403	Develop and promote positive relationships	403	Develop and promote positive relationships
404	Plan and support self-directed play	404	Plan for and support self-directed play
405	Reflect on and develop practice	405	Reflect on and develop practice
406	Work with colleagues in a team	406	Work with colleagues in a team
407	Respond to concerns about possible child abuse	407	Respond to concerns about possible child abuse
408	Contribute to children's health and well being	408	Contribute to children's health and well-being
409	Work with parents and carers	409	Work with parents and carers
410	Administer playwork provision	410	Administer playwork provision
411	Promote your organisation in the community	411	Promote your organisation in the community
412	Contribute to evaluating, developing and promoting services	412	Contribute to evaluating, developing and promoting services

413	Organise and supervise travel	413	Organise and supervise travel
414	Manage a budget	414	Manage a budget
415	Recruit, select and keep colleagues	415	Recruit, select and keep colleagues
416	Provide learning opportunities for colleagues	416	Provide learning opportunities for colleagues
417	Allocate and monitor the progress and quality of work in your area of responsibility	417	Allocate and monitor the progress and quality of work in your area of responsibility
418	Inclusive play, working with disabled children and young people	New Unit	

9 Relationships to other qualifications

9.2 Key skills

This qualification includes opportunities to develop and practise many of the underlying skills and techniques described in Part A of the standard for each key skills qualification in England, Northern Ireland and Wales.

Where candidates are working towards any key skills alongside this qualification, they will need to be registered with City & Guilds for the key skills qualifications.

The 'signposts' below identify the **potential** for key skills portfolio evidence gathering that can be naturally incorporated into the completion of each unit. Any key skills evidence needs to be separately assessed and must meet the relevant standard defined in the QCA document 'Key skills qualifications standards and guidance'.

Key skills (England, Wales and Northern Ireland)

Unit number	Communication	Application of Number	Working with others
401	3.1a, 3.1b, 3.2		3.1, 3.2
402	3.1a, 3.2, 3.3	2.1, 2.2, 2.3	3.1, 3.2, 3.3
403	3.1a		2.3
404	3.1a, 3.2		
405	2.1, 2.2, 2.3		
406	3.1a, 3.1b, 3.2, 3.3		3.1, 3.2, 3.3
407	3.1a, 3.3		
408		2.1, 2.2	
409	3.1a, 3.1b, 3.2, 2.3		3.1, 3.2, 3.3
410	3.1a, 3.1b, 3.2, 2.3	2.1, 2.2, 2.3	
411	3.1a, 3.1b, 3.2, 3.3		3.1, 3.2, 3.3
412	3.1a, 3.1b, 3.2, 3.3	2.1, 2.2, 2.3	
413			
414	4	4	4
415	3	3	4
416	4	2	3
417	4	3	4
418	3.1a, 3.1b, 3.2, 2.3		3.1, 3.2, 3.3

Unit number	Problem Solving	Improving own learning and performance	Information Technology
401	3.1, 3.2, 3.3		3.1, 2.2, 2.3
402	3.1, 3.2, 3.3		2.1
403	3.1, 3.2, 3.3		
404	3.1, 3.2, 3.3		3.1, 2.2
405	3.1, 3.2, 3.3	4.1, 4.2, 4.3	2.1, 2.2, 2.3

406	3.1		2.3
407			2.3
408	3.1, 3.2, 3.3		3.1, 2.3
409	3.1, 3.2, 3.3		2.3
410			2.1, 2.2, 2.3
411			3.1, 3.2, 3.3
412	3.1, 3.2, 3.3		3.1, 3.2, 3.3
413	3.1, 3.2, 3.3		2.1, 2.2, 2.3
414	3	2	
415	3	2	
416	2	3	
417	4	3	
418	3.1, 3.2, 3.3		

9 Relationships to other qualifications

9.3 The wider curriculum

Candidates taking this NVQ may also have the opportunity to cover the following aspects of the wider curriculum.

Identification of opportunities for evidence generation of moral, ethical, spiritual, European dimension, Environmental education and Health and Safety

Unit No and Title	Spiritual, moral, ethical, social and cultural issues	European dimension	Environmental education	Health and safety
401	✓		✓	✓
402	✓		✓	✓
403	✓	✓	✓	✓
404	✓	✓	✓	✓
405	✓	✓	✓	✓
406	✓			✓
407	✓	✓		✓
408	✓	✓	✓	✓
409	✓	✓	✓	✓
410	✓	✓	✓	✓
411	✓	✓		✓
412	✓	✓	✓	✓
413	✓	✓	✓	✓
414	✓	✓	✓	✓
415	✓	✓	✓	✓
416	✓	✓	✓	✓
417	✓	✓	✓	✓
418	✓	✓	✓	✓

10 About the National Occupational Standards (NOS)

10.1 Availability of the NOS

Availability of standards

The units for the qualification follow.

They may also be obtained from the centre resources section of the City & Guilds website.

10 About the National Occupational Standards (NOS)

10.2 Value Statements and Playwork Principles

Value statements and Playwork principles

This qualification is underpinned by the Playwork Principles. These are outlined as follows.

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.

10 About the National Occupational Standards (NOS)

10.3 Key words and terms

The following key words and terms are used in the units.

Term	Definition
Abuse	A deliberate act of ill treatment that can harm or is likely to cause harm to a child's safety, wellbeing and development
Acceptable level of challenge and risk	A level of challenge and risk, compatible with your organisation's policies and procedures and legal requirements, that provides the potential for children and young people to learn and develop.
Additional needs	Disabilities, physical, educational, emotional or behavioural needs that require extra attention.
Adults	Any adult having contact with the setting, including parents where appropriate.
Affective play space	Spaces that: a) pay attention to and support the variety of feelings and moods that children and young people bring with them or have during play; b) have particular areas, materials and/or props that at different times stimulate or encourage the expression, experience or experimentation with a range of emotions; and c) have playworkers who seek to develop via diverse means, an overall ambience of welcome, acceptance, freedom and playfulness.
Agreed policies and procedures	The policies and procedures of the play setting, the wider organisation and/or relevant laws.
Analyse	Analyse can be used to examine in detail in order to discover meaning; break down into smaller pieces.
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
Appropriate behaviour	Behaviour that demonstrates the child is respected and valued; behaviour that is not abusive or derogatory to the child, either physically, emotionally or sexually.
Assessing risk	Your organisation should already have carried out formal risk assessments for all aspects of your play setting; 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
Attachments	For example, trailers and roof racks
Barriers to access	Things that prevent or discourage children and young people from taking part in play provision. These may include physical barriers for disabled children, but also include wider issues such as discrimination, lack of positive images, lack of culturally acceptable activities and customs, language barriers and many other factors that affect different communities.

Behavioural	Relating to the way people behave.
Behavioural hazard	Some behaviours during play are potentially hazardous eg. egging on, showing off, excluding, hyperactivity, dominating, etc. and playworkers need to be aware of these in case their support is needed
Behavioural signs and indicators of abuse	Behaviour which is unusual for the child's age or stage of development, for example precocious sexual behaviour or knowledge, or an unusual fear of adults or other children
Best Practice Benchmarks	A base line therefore minimum standard definition of good practice
Bullying	Aggression deliberately and persistently directed against a particular target, or victim.
Care	This includes physical care, for example, first aid, provision of food and drinks, as well as emotional care – respecting other people's feelings, providing reassurance and comfort.
Casualty	The person – child or adult – who has suffered the injury or illness
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	Those, inside or outside your organisation, with whom you work on a regular basis.
Communication play*	Play using words, nuances or gestures for example mime, jokes, play acting, mickey taking, singing, debate, poetry.
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.
Concern for the environment	Minimising damage and pollution
Confidential information	Information that should only be shared with people who have a right to have it, for example your team leader, supervisor or manager, not other children and young people or parents/carers
Consult / consultation	An active two-way process of informing and involving individuals and groups to encourage the sharing of ideas, views and opinions especially in order to reach an agreed decision. In playwork, children and young people can also 'be consulted' by observing them at play.
Contingencies	Things which may go wrong, for example bad weather, accidents, failure of staff to attend as requested etc.
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.

Correct procedures	Those required by law, inspection agencies and your organisation.
Cost-effectiveness	Meeting your objectives with the minimum amount of expense.
Creative play*	Play which allows a new response, the transformation of information, awareness of new connections, with an element of surprise. For example enjoying creation with a range of materials and tools for its own sake.
Cultural background	Attitudes, values, beliefs, traditions and sometimes language which make one community different to another; examples include Catholic or Protestant communities in areas where this makes a major difference, children and young people in traveller communities or children and young people from ethnic minorities.
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
Deep play*	Play which allows the child to encounter risky or even potentially life threatening experiences, to develop survival skills and conquer fear. For example leaping onto an aerial runway, riding a bike on a parapet, balancing on a high beam.
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/people	Children/people with impairments who experience barriers to accessing main stream child care and play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex needs which may be permanent or temporary
Disclosure of abuse	The child telling someone about abuse they are experiencing or have experienced in the past
Discriminatory practice	Practice that fails to acknowledge an individual's right to participate and exercise equality and freedom of choice.
Diverse / diversity	Where there is difference and variety that reflects a broad mix of people from various demographic, socio-economic, ethnic and cultural backgrounds and types of ability.
Dramatic play*	Play which dramatizes events in which the child is not a direct participator. For example presentation of a TV show, an event on the street, a religious or festive event, even a funeral.
Economic	Relating to the finance and other resources available to the community and its members.
Effective working relationships	The types of relationship with your colleagues that help the team to work well and provide a high level of service – 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.

Efficient / Efficiency	Achieving your objectives with as little effort and expenditure as possible.
Emergency	Any situation that immediately threatens the health and safety of children, staff or yourself.
Emergency services	Usually the ambulance service.
Emotional abuse	Another person, an adult or child, hurting the child emotionally, for example, by taunting, threatening or discriminating against them.
Emotional hazard	Children will bring their moods and feelings from their day with them to a play setting and this often affects the way they behave and interact with others. They will also experience all kinds of feelings when playing – sometimes by choice and sometimes unexpectedly. Some feelings eg. fear, anger, excitement, boredom, could be potentially hazardous and Playworkers need to be aware of such feelings in case their support is needed.
Environment	All aspects of the indoor and outdoor environment for which the candidate is responsible.
Environmental hazard	Aspects or things in the environment that could be potentially harmful; for example extreme or freak weather, animals, changing light.
Equal opportunity (ies)	Giving all individuals in any situation equal rights and choice; affording all individuals the necessary treatment to ensure that they have equal rights and can exercise equal choices.
Ethical	Relating to morals especially as they influence human behaviour, in this context how playworkers should behave in terms of good practice and conduct. This is defined in the Assumptions and Values of Playwork.
Evaluate	Evaluate is normally used as an expression when asking for assessment of something, weighing up issues, summing up. Evaluate – assess, to judge and gauge a situation, judge how well you have done.
Exploratory play*	Play to access factual information consisting of manipulative behaviours such as handling, throwing, banging or mouthing objects. For example engaging with an object or area and, either by manipulation or movement, assessing its properties, possibilities and content, such as stacking bricks.
Facilities	Buildings and large, fixed items of equipment.
Fantasy play*	Play, which rearranges the world in the child's way, a way which is unlikely to occur. For example playing at being a pilot flying around the world or the owner of an expensive car.
Feedback	Other people – customers or colleagues – telling you what they think.
Future responsibilities	These could be new duties that you want to take on or new duties that your line manager wants to give you – this could include promotion
Group agreements	Decisions made after discussion with and between children and young people on how they would like to be treated by/treat others. These agreements are often made on an ad hoc basis to fit a particular or spontaneous situation, but can also be made on an informal or formal basis. They are flexible and exist to accommodate children and young people's needs and preferences, rather than be rules imposed by adults.

Hazard	Something that may cause harm to the health, safety and welfare of users of the play setting.
Health and safety policies and procedures	These will be written policies and procedures developed by your organisation in line with relevant legislation, such as the Health and Safety at Work Act, the Children Act and Control of Substances Hazardous to Health regulations.
Health, safety and welfare incidents	These would include situations where someone was actually harmed but should also include situations where a person could easily have been harmed
Hygiene hazards	For example, dirty or unhygienic toilets, washing facilities or kitchens, unsafe practices when preparing and serving food and drinks, dog mess in outdoor areas.
Identify	Choose, pick out, write down, state, highlight determine and select,
Imaginative play*	Play where the conventional rules, which govern the physical world, do not apply. For example imagining you are, or pretending to be, a tree or ship, or patting a dog which isn't there.
Impairment	Lacking of part or all of a limb, or a defective limb organism or mechanism of the body. An individual physical, psychological or emotional make-up which differs from accepted 'norms'.
Incentive schemes	For example, 'special offers', loyalty cards etc.
Inclusion	Ensuring that play provision is open and accessible to all and takes positive action in removing barriers so that all children and young people, including the disabled and those from other minority groups, can participate.
Inclusive Practice	Practice is open and accessible to all, and takes positive action in removing disabling barriers, so that disabled and non disabled children and young people can participate
Indicators of Discrimination	Recognising practice that excludes individuals from participating and exercising equality and freedom of choice, including attitudes, environmental access, resources and activities.
Individuality	Recognition that each person is unique and is justified in being so.
Integrated provision	The intermixing of people previously segregated by impairment alone. Non disabled people tend to take the lead regarding the when, where, how and who.
Interagency working	Work involving more than one agency or organisation.
Interpret	Looking at the results of analysis and identifying, for example, what sorts of services people are interested in, and what the likely level of demand is.
Intervention	Anything that adults do that affects the way children play.
Investigate	Study and examine in detail.
Legal requirements (in relation to promoting services)	Those which are relevant to this unit would be the Trades Description Act, the Data Protection Act and the Health and Safety at Work Act.
Legal requirements (in relation to vehicles)	This includes, as far as it is under the candidate's control and responsibility, ensuring the vehicle is roadworthy (if appropriate), that drivers obey the law and highway code etc. and making sure the participants and equipment are properly insured.

Locomotor play*	Movement in any and every direction for its own sake. For example chase, tag, hide and seek, tree climbing.
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
Mastery play*	Control of the physical and affective ingredients of the environments. For example digging holes, changing the course of streams, constructing shelters, building fires.
Needs	Requirements that organisations may have for finance, advice and information, physical resources (such as equipment, materials and buildings), training and development etc.
Neglect	The child not receiving a level of care (for example, food, drink, personal hygiene, clothing) sufficient for she or he to develop in the same way as other children of her/his age and stage of development
Network	A group of people who exchange information, contacts, and experience for professional or social purposes
Non statutory	An organisation or agency that is not established by law.
Nutrition	In respect of different foods and their importance to health and a balanced diet.
Object play*	Play which uses infinite and interesting sequences of hand-eye manipulations and movements. For example examination and novel use of any object e.g. cloth, paintbrush, and cup.
Observing play	The purpose of observation within a play environment is to observe and sometimes record children and young people's play behaviours, in order to ensure that the environment is providing effective play spaces. These observations may therefore include play types, play cues and returns seen. These observations are not for the purpose of monitoring children and young people's development, or planning a curriculum of activities. Observations may or may not be recorded.
Organisation's policies and procedures	What your organisation says its staff should and should not do in certain situations.
Organisational framework/plan	The system of policies and procedures that informs the way a play setting is run
Other information about the child	For example, information that an injury has been caused accidentally during play
Other people involved	These may be other members of staff or other children or staff apart from the casualty.
Others	Colleagues and fellow professionals
Outcome	What you actually achieve as a result of doing something.
Partial disclosure	The child giving some, but not all, information that suggests there has been abuse.
Partners	Anyone with whom you can work to achieve common objectives, for example, children and young people, parents and carers, other agencies, community organisations etc.
Partnership working	Working together with other individuals or organisations to achieve some common objectives using shared and agreed working methods.
People with specific needs for travel	People taking part in the activity who have physical disabilities, learning/behavioural difficulties, sensory

	impairments or a combination of two or more of these
Permanent play space	Spaces that are fixed and cannot move; eg. certain structures, kitchen, etc., but these spaces may still also incorporate transient play spaces at different times.
Physical abuse	For example, hitting or using other means to cause pain and discomfort.
Physical hazard	Something physical that may cause harm and may or may not be removable; for example, broken glass, faulty equipment, traffic.
Physical play space	Spaces that support children and young people in physically playing in any way they wish ie. running, jumping, climbing, swinging, dancing, wrestling, sliding, chasing as well as all the fine motor skills too.
Physical signs and indicators of abuse	Injuries not consistent with age related play or other reasonable accidental injuries physical; signs of neglect
Play	Play is freely chosen, personally directed and intrinsically motivated.
Play behaviour	The signs, signals and rituals that tell us that a child or young person is engaged in play.
Play behaviour modes	Types of behaviour that indicate the child or young person is playing, i.e. where the content and intent is in children's control - personally directed, intrinsically motivated, in secure context, spontaneous and goalless.
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 dysplay.
Play frame**	A material or non-material boundary that keeps the play intact.
Play needs	What individual children and young people have to have in order to be able to play but are not always able to have for a variety of reasons; for example lack of access, overprotective adults, lack of outdoor environments, etc.
Play opportunities	Opportunities for children and young people to engage in self-directed, freely chosen play.
Play preferences	What individual children and young people are interested in and choose to play – based on their prior experience
Play resources	Equipment and materials that will stimulate play: natural materials (such as earth, water, sand, clay or wood); construction materials (such as blocks); computer and IT equipment; communication resources (resources to support speaking, listening, reading and writing); 'loose parts' (items that can be moved from place to place, carried, rolled, lifted, piled one on top of the other or combined to create new structures or experiences); real tools (such as carpentry or cooking equipment); bikes, trolleys, swings, climbing structures and ropes; paints, drawing equipment, modelling and fabrics; music, colours, scientific and mathematical equipment (such as clocks and calendars); dressing up materials, mirrors, cameras, videos to enable children to

	explore their own identity; items or experiences (such as poetry and literature) that allow for reflection about abstract concepts.
Play return	The response from the outside world – usually from other children or adults – to the child’s play cue.
Play setting	Anywhere where children and young people play, for example, an indoor play centre or adventure playground.
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.
Play types*	<p>Broad categories that describe the way children and young people play. Current research suggests there are fifteen or sixteen play types but these may change in the light of ongoing research. Commonly agreed play types include:</p> <ul style="list-style-type: none"> • symbolic play • rough and tumble • socio-dramatic play • social play • creative play • communication play • dramatic play • deep play • exploratory play • fantasy play • imaginative play • locomotor play • mastery play • object play • role play <p>See separate explanations for each of these 1.</p>
Playwork models	Different commonly agreed forms or systems of playwork practice.
Political	Relating to legislation or policies that affect play.
Positive relationships	Relationships that benefit the children and young people and the children and young people’s ability to participate in and benefit from play.
Prioritise	Arranging things in order of importance according to agreed criteria.
Professionals in other disciplines	For example, care, education or health.
Promote	Publicising services in a way that will attract people to use them.
Protection	Keeping children and young people safe from harm whilst recognising their needs for risk and challenge.
Qualified assistance	Someone who has a recognised first aid qualification or the

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.
Realistic	Achievable within the resources, for example finance, people and time, available
Reflect	Think in detail about, to show or express, contemplate, mull something over, ponder, look back on. Write and think about the reasons why ... Make focused connections between your practice and your understanding of theory.
Research	Personal research should be presented with minimum description and maximum reflection. Competing theories and professional opinions should be considered in order to demonstrate an all round understanding of the topic. Where there are conflicting views, a balanced picture should be clearly distinguished from factual material.
Resources	For example, finance, advice and information, physical resources (such as equipment and materials, buildings etc), training and development.
Risk	The likelihood of a hazard actually causing harm; this will often be influenced by the age or stage of development of the children and young people involved
Risk management	Following procedures that keep risk to an acceptable level always bearing in mind that children and young people need to experience and learn to manage risk for themselves and that this is an important aspect of their development.
Role play*	Play exploring ways of being, although not normally of an intense personal, social, domestic or interpersonal nature. For example brushing with a broom, dialing with a telephone, driving a car.
Rough and tumble play*	Close encounter play which is less to do with fighting and more to do with touching, tickling, gauging relative strength, discovering physical flexibility and the exhilaration of display. For example playful fighting, wrestling and chasing where the children involved are obviously unhurt and giving every indication that they are enjoying themselves.
Safeguard	Keeping children and young people safe from harm whilst recognising their need for challenge and risk.
Security hazards	For example strangers, unattended items, opportunities for younger children to leave a supervised setting.
Segregated Provision	The setting aside of disabled people, based on a professional's view of impairments and lack of ability to 'fit in'. Non disabled professionals have total control
Self directed play	When the child is in control, and feels itself to be in control, of their own play.
Self-powered	For example, on foot or by bicycle or canoe
Separate Provision	Groups of disabled people who choose to meet and develop their own agenda, similar to other minority groups
Sexual abuse	Another person, an adult or child, abusing the child for sexual

	gratification.
Signs and indicators	These could be physical – for example, bruises that were unlikely to come from age related play or behavioural – for example, excessive timidity or fear of adults or other children.
Social	Relating to the type of community that children and young people come from and their position in that community or wider society
Social model of disability	The social model identifies that society is the disabling factor. Lack of physical, environmental and attitudinal access to everyday life excludes disabled people
Social play*	Play during which the rules and criteria for social engagement and interaction can be revealed, explored and amended. For example any social or interactive situation which contains an expectation on all parties that they will abide by the rules or protocols, i.e. games, conversations, making something together.
Socialisation	The general process of social learning whereby individuals learn the many things they must know to become acceptable members of their society.
Socio-dramatic play*	The enactment of real and potential experiences of an intense personal, social, domestic or interpersonal nature. For example playing at house, going to the shops, being mothers and fathers, organising a meal or even having a row.
Special dietary requirements	Requirements that correspond to a child's personal beliefs, for example not eating meat or a particular medical condition, for example not eating nuts or flour-based products
Specification	What the service will look like, what customers will receive, how it will be organised, safety procedures, what resources (human, physical and financial) will be needed
Statutory	An organization or agency established by law.
Symbolic play*	Play which allows control, gradual exploration and increased understanding, without the risk of being out of one's depth. For example using a piece of wood to symbolise a person, or a piece of string to symbolise a wedding ring.
Target	What you set out to achieve. Targets may be chosen, given by others or negotiated.
Target groups	Those groups for whom new services could be developed, examples might include: children and young people, senior citizens, women, ethnic minority groups or just general customers
Team discussions	These will usually be team meetings but could include more informal discussions with team members and line managers.
Training and development	This could involve on a course, but would also include watching 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 and having the opportunity to practise new skills
Transient play space	Spaces that change, get modified, adapted, deconstructed and reconstructed via a wide range of movable resources, props, materials and structures – breaking up the wider physical space into different smaller spaces for different kinds of play at different times. For example, creating dens and hideyholes; using fabrics and loose parts to create imaginative places like a hospital or a forest; shifting furniture back or

around to accommodate particular games. A transient play space could be the couple of cubic feet behind a piece of furniture, a whole room or field; it could be created spontaneously or planned beforehand.

Transitions	Children and young people naturally pass through a number of stages as they grow and develop. Often they will also be expected to cope with changes such as movement from primary to secondary school and for children with disabilities or with chronic ill health, from children's to adult services. Such changes are commonly referred to as transitions. Some children may have to face very particular and personal transitions including family illness or the death of a close relative, divorce and family break-up, issues related to sexuality, adoption, the process of asylum, disability, parental mental health and the consequences of crime.
Travel documents	For example, tickets and passports
Unacceptable risk	Risk is considered unacceptable when a child engages in play behaviour which is likely to result in their death or serious injury. Other risks, whilst being perceived as dangerous and potentially harmful are considered acceptable because the benefits of the play experience outweigh the harm that may occur.
Users	Mainly children and young people, but depending on the nature of the play setting may include parents and carers.
Values	Those things (e.g. behaviours, customs, feelings) that an organization or profession strongly believes in and sees as necessary to accomplish their vision, and wishes to maintain into the future. Playwork has had its own set of Assumptions and Values since 1992.
Written communication	This could involve short notes, memos, letters or other informal documents

Unit 401

Contribute to an organisational framework that reflects the needs and protects the rights of children and young people (PW6)

Overview

Rationale

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

The unit is divided into three parts. The first part describes the four things you have to do. The second part describes the knowledge and understanding you must have. These are:

- 401.1 Investigate and consult on children and young people's rights
- 401.2 Contribute to policies and procedures that reflect children and young people's needs and rights
- 401.3 Promote a diverse and inclusive environment
- 401.4 Contribute to the protection of children and young people from abuse

The third part gives some examples and explanations of some words we use in this unit.

Target Group

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

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

Unit 401

Contribute to an organisational framework that reflects the needs and protects the rights of children and young people (PW6)

401. 1

Investigate and consult on children and young people's rights

What you must do

To meet the national standard, you must:

- 1 investigate the rights of children and young people who may use your setting and identify their needs
- 2 evaluate existing policies and procedures to ensure the rights of children and young people in your setting are being met
- 3 consult with children and young people on the most effective ways the setting can meet their rights
- 4 promote children and young people's rights to adults
- 5 evaluate feedback, in partnership with children and young people, and develop suggestions for meeting their rights in the setting.

What you must cover

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

a rights

- 1 for play and social activities
- 2 for care and safety
- 3 for emotional well-being
- 4 for inclusion
- 5 for acknowledgement of their identity
- 6 for information
- 7 for consultation and decision making.

Unit 401

Contribute to an organisational framework that reflects the needs and protects the rights of children and young people (PW6)

401.2

Contribute to policies and procedures that reflect children and young people's needs and rights

What you must do

To meet the national standard, you must

- 1 develop group agreements with children and young people on ways of meeting their needs and rights
- 2 contribute to, consult on and agree **procedures** that are based on these ways of meeting needs and rights
- 3 provide information and guidance on these **procedures** to children, young people and adults in the setting
- 4 observe, collect feedback and evaluate how well the **procedures** are working
- 5 negotiate ways of improving the **procedures** with children, young people and adults.

What you must cover

From your work you must show that you have developed and improved the following:

a **procedures**

- 1 for play and social activities
- 2 for inclusion and anti-discriminatory practice
- 3 for child protection and bullying
- 4 for health and safety
- 5 for responding to behaviour
- 6 for assisting children and young people to make transitions
- 7 for interagency working.

Unit 401

Contribute to an organisational framework that reflects the needs and protects the rights of children and young people (PW6)

401.3

Promote a diverse and inclusive environment

What you must do

To meet the national standard, you must:

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

Unit 401

Contribute to an organisational framework that reflects the needs and protects the rights of children and young people (PW6)

401.4

Contribute to the protection of children and young people from abuse

What you must do

To meet the national standard, you must:

- 1 make sure you and your colleagues have relevant information about child protection policies and procedures
- 2 give children clear and relevant information about potentially risky situations and how to keep themselves safe from **abuse**
- 3 help children to feel confident in asserting themselves and their rights
- 4 provide children with guidance on what they could do if they or others experience **abuse**
- 5 promptly identify when there are concerns that children and young people may be experiencing **abuse**
- 6 sensitively collect and assess as much information as possible about your concerns
- 7 promptly follow your organisational procedures in response to your concerns
- 8 maintain the confidentiality of information.

What you must cover

From your work you must show that you have helped children to protect themselves from the following types of:

a **abuse**

- 1 physical
- 2 neglect
- 3 emotional
- 4 sexual
- 5 bullying.

Unit 401 Contribute to an organisational framework that reflects the needs and protects the rights of children and young people (PW6)

What you must know and understand

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

For the whole unit

- K1 How the Playwork Principles specifically relate to this unit
- K2 Basic requirements of the United Nations Convention on the Rights of the Child
- K3 Basic requirements of national legislation on the rights of children and young people
- K4 Basic requirements of legislation covering Equal Opportunities and Disability Discrimination
- K5 The basic stages of child development and their implications for children and young people's needs and rights in a playwork context
- K6 The importance of the setting having policies and procedures that reflect children and young people's rights
- K7 The importance of children and young people being consulted and involved in decision making
- K8 The importance of diversity and inclusion to the play setting
- K9 Current theories and good practice to do with inclusion
- K10 How to identify good inclusive practice in the play setting
- K11 How to recognise attitudinal, environmental and institutional barriers to inclusion in the play setting
- K12 Ways to overcome these barriers to inclusion
- K13 The difference between separate, segregated, integrated and inclusive play provision
- K14 The social and medical models of disability and the differences between them

For Element 401.1

- K15 How to carry out research on children and young people's rights and identify the implications for your setting
- K16 Your organisation's strategies and policies that have an impact on children and young people's rights and how to evaluate these
- K17 How to consult effectively with children and young people
- K18 How to promote and advocate children and young people's rights in the setting

For Element 401.2

- K19 The importance of developing group agreements with children and young people and how to do so

- K20 How to develop policies and procedures for your setting covering:
- play and social activities
 - health and safety
 - anti-discriminatory practice
 - child protection and bullying
 - responding to behaviour
- K21 How to ensure that policies and procedures are put into practice
- K22 The importance of constantly reviewing policies and procedures and how to do so
- For Element 401.3**
- K23 How to judge whether a setting is inclusive and supportive of diversity
- K24 How you show that you support inclusion and diversity through your words, actions and behaviours in the setting
- K25 Why it is important to promote the setting to children who may experience barriers to participation
- K26 Types of support that children may need to access and make best use of the setting
- K27 How to support children and young people in valuing inclusion and diversity
- K28 How to challenge and deal with words and behaviour that are not consistent with inclusion and diversity
- For Element 401.4**
- K29 the basic stages of child development and the implications of these for helping children to protect themselves
- K30 types of inappropriate behaviour by others that a child may experience
- K31 situations that may put a child's personal safety at risk and advice on how children can avoid or deal with these situations
- K32 the importance of children having a strong sense of self-esteem and factors that may make them more vulnerable to abuse
- K33 strategies to encourage children to understand their rights and assert these
- K34 strategies that children can use to deal with abusive or potentially abusive situations
- K35 how to respond when there are suspicions of abuse
- K36 why it is important to collect, assess and share information about possible abuse
- K37 reporting procedures relating to abuse
- K38 types of support that you or your colleagues may need and how to access such support
- K39 the rules and guidelines covering the confidentiality of information relating to abuse.

Unit 401

Contribute to an organisational framework that reflects the needs and protects the rights of children and young people (PW6)

What we mean by some of the words used in this unit

Abuse

A deliberate act of ill treatment that can harm or is likely to cause harm to a child's safety, wellbeing and development

Anti-discriminatory practice

Taking positive action to counter discrimination; this will involve identifying and challenging discrimination and being positive in your practice about diversity without compromising the right of individuals to play

Bullying

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

Children and young people

All children and young people 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.

Concern

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

Consult / consultation

An active two-way process of informing and involving individuals and groups to encourage the sharing of ideas, views and opinions especially in order to reach an agreed decision. In playwork, children and young people can also 'be consulted' by observing them at play.

Diverse / diversity

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

Group agreements

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

Inclusion

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

Interagency working

Work involving more than one agency or organisation.

Neglect

The child not receiving a level of care (for example, food, drink, personal hygiene, clothing) sufficient for she or he to develop in the same way as other children of her/his age and stage of development

Play setting

Anywhere where children and young people play, for example, an indoor play centre or adventure playground.

Transitions

Children and young people naturally pass through a number of stages as they grow and develop. Often they will also be expected to cope with changes such as movement from primary to secondary school and for children with disabilities or with chronic ill health, from children's to adult services. Such changes are commonly referred to as transitions. Some children may have to face very particular and personal transitions including family illness or the death of a close relative, divorce and family break-up, issues related to sexuality, adoption, the process of asylum, disability, parental mental health and the consequences of crime.

Unit 401

Contribute to an organisational framework that reflects the needs and protects the rights of children and young people (PW6)

Assessment Guidance and Evidence Requirements for Each Unit

Evidence of Real Work Activity

What you must do

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real play setting (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real play setting has met the following requirements:

- 401.1 a minimum of **three** of the types of rights
- 401.2 a minimum of **three** of the types of procedures
- 401.3 no requirements
- 401.4 a minimum of **one** type of abuse

This may be gathered through a combination of assessor observations, witness testimony, professional discussion and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. 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 candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate 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; ie. candidates 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 candidate to show that they know and understand how to do something. If the assessor can reasonably infer from observing the candidate 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 402

Develop and maintain a healthy, safe and secure environment for children (PW7)

Overview

Rationale

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

The unit is divided into three parts. The first part describes the three things you have to do. The second part describes the knowledge and understanding you must have. These are:

- 402.1 Establish a healthy, safe and secure environment for children
- 402.2 Maintain a healthy, safe and secure environment for children
- 402.3 Implement procedures for accidents, injuries, illnesses and other emergencies

The third part gives some examples and explanations for some words we use in this unit.

Target Group

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

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

Unit 402

Develop and maintain a healthy, safe and secure environment for children (PW7)

402.1

Establish a healthy, safe and secure environment for children

What you must do

To meet the national standard, you must:

- 1 have up-to-date and accurate information about the health, safety and security requirements for your setting
- 2 check all areas of your setting and identify and record hazards
- 3 identify and remove those hazards that can be eliminated
- 4 assess and record the levels of risk for all other hazards and establish procedures for managing these risks to an acceptable level
- 5 make sure that all children and adults using the setting have information about the health, safety and security procedures relevant to them
- 6 review and revise your health, safety and security procedures in line with changing circumstances and requirements, and to make improvements.

Unit 402

Develop and maintain a healthy, safe and secure environment for children (PW7)

402.2

Maintain a healthy, safe and secure environment for children

What you must do

To meet the national standard, you must:

- 1 assess the health, safety and security of the setting before starting, during and at the end of work activities
- 2 make sure children and adults in the setting are following health, safety and security procedures, providing them with help and support when necessary
- 3 maintain supervision of children appropriate to the levels of risk and the child's stage of development
- 4 encourage children to help manage risk for themselves
- 5 encourage children's awareness of their own and others safety and their personal responsibility.

Unit 402

Develop and maintain a healthy, safe and secure environment for children (PW7)

402.3

Implement procedures for accidents, injuries, illnesses and other emergencies

What you must do

To meet the national standard, you must:

- 1 make sure that accidents, injuries, signs of illness and other emergencies are promptly identified
- 2 follow the correct procedures to deal with accidents, injuries, signs of illness and other emergencies calmly and safely
- 3 make sure that yourself and others are not put at unnecessary risk
- 4 provide comfort and reassurance to those involved
- 5 make sure that first aid and medication are provided according to the correct procedures
- 6 follow the correct procedures for recording and reporting accidents, injuries, signs of illness and other emergencies.

Unit 402 Develop and maintain a healthy, safe and secure environment for children (PW7)

What you must know and understand

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

- K1 How the Playwork Principles specifically relate to this unit.
- K2 Statutory and regulatory arrangements covering health and safety for the children, workers, families and visitors in your setting.
- K3 The basic stages of child development and the implications these have for health, safety and security arrangements
- K4 Regulations covering manual handling and the risks associated with lifting and carrying children
- K5 Safety checking of the children's indoor and outdoor environment before and during work activities to include:-
 - Facilities and equipment
 - Toilet and washing areas
 - Movement and activity of children
- K6 Security arrangements to include:-
 - Children's arrival at the setting
 - Children's departure from the setting
- K7 Regulations and procedures for the storage and administration of medicines.
- K8 Theories and models of risk assessment that are applied in your setting to cover the environment for children and workers both indoors, outdoors and on outings
- K9 Differences between formal and informal risk assessments
- K10 Why it is important to allow children to assess and manage risk according to their stage of development and how this can be done
- K11 How to record accidents and incidents
- K12 The appropriate contents of a first aid kit
- K13 The correct responses to situations involving accidents and injuries taking into account the age of the children and the procedures of the setting
- K14 Signs and symptoms of common childhood illness and allergies and appropriate responses according to established procedures
- K15 Good hygiene practice Including:
 - a. The facts of cross infection
 - b. Appropriate systems to dispose of different types of waste, food handling,
 - c. Handling body fluids.
 - d. Issues concerning spread of HIV and AIDS virus and hepatitis.
- K16 Emergency procedures in your setting covering fire, missing children, evacuation.

Unit 402 Develop and maintain a healthy, safe and secure environment for children (PW7)

What we mean by some of the words used in this unit

Children and young people

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

Hazard

Something that may cause harm to the health, safety and welfare of users of the play setting.

Health and safety policies and procedures

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

Risk

The likelihood of a hazard actually causing harm; this will often be influenced by the age or stage of development of the children and young people involved

Security hazards

For example strangers, unattended items, opportunities for younger children to leave a supervised setting.

PW7 Develop and maintain a healthy and safe environment for children**Evidence of Real Work Activity****What you must do**

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

What you must cover

No requirements for this unit.

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence is not required for this unit.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate 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; ie. candidates 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 candidate to show that they know and understand how to do something. If the assessor can reasonably infer from observing the candidate 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 403

Develop and promote positive relationships (PW8)

Overview

Rationale

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

The unit is divided into three parts. The first part describes the four things you have to do. The second part describes the knowledge and understanding you must have. These are:

- 403.1 Develop relationships with children
- 403.2 Communicate with children
- 403.3 Support children in developing relationships
- 403.4 Communicate with adults

The third part gives some examples and explanations for some words we use in this unit.

Target Group

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

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

Unit 403

Develop and promote positive relationships (PW8)

403.1

Develop relationships with children

What you must do

To meet the national standard, you must:

- 1 interact with children in a way that helps them feel welcome and valued in the setting
- 2 adapt your behaviour to the age, needs and abilities of individual children
- 3 negotiate with children about their needs and preferences and involve them in decision making as appropriate to their stage of development
- 4 apply inclusive and anti-discriminatory practice in your relationships with children
- 5 make sure your behaviour with children is appropriate
- 6 give attention to individual children in a way which is fair to them and the group as a whole
- 7 respect confidential information about children.

Unit 403

Develop and promote positive relationships (PW8)

403.2

Communicate with children

What you must do

To meet the national standard, you must:

- 1 communicate with children in a way which is appropriate to their age, needs and abilities
- 2 listen to children and respond to them in a way that shows that you value what they say and feel
- 3 ask questions, clarify and confirm points
- 4 encourage children to ask questions, offer ideas and make suggestions
- 5 recognise when there are communication difficulties and adapt the way you communicate accordingly.

Unit 403

Develop and promote positive relationships (PW8)

403.3

Support children in developing relationships

What you must do

To meet the national standard, you must:

- 1 support children in developing agreements about ways of behaving in the setting and how to put these into practice
- 2 support children in understanding other people's feelings
- 3 support children who have been upset by others
- 4 encourage and support children to sort out conflict for themselves
- 5 encourage and support adults' to have positive relationships with children.

Unit 403

Develop and promote positive relationships (PW8)

403.4

Communicate with adults

What you must do

To meet the national standard, you must:

- 1 communicate with adults' politely and courteously and in a way that is appropriate to them
- 2 show respect for adults' individuality, needs and preferences
- 3 respond to adults' requests for information accurately within agreed boundaries of confidentiality
- 4 actively listen to adults', asking questions and clarifying and confirming key points
- 5 recognise when there are communication difficulties and adapt the way you communicate accordingly
- 6 handle any disagreements with adults in a way that will maintain a positive relationship.

Unit 403 Develop and promote positive relationships (PW8)

What you must know and understand

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

For the whole unit

- K1 how the Playwork Principles specifically relate to this unit
- K2 the importance of good working relationships in the setting
- K3 relevant legal requirements covering the way you relate to and interact with children
- K4 relevant legal requirements covering confidentiality and the disclosure of information
- K5 relevant legal requirements covering the needs of disabled children
- K6 the types of information that should be treated confidentially: who you can and cannot share this information with
- K7 the meaning of anti-discriminatory practice and how to integrate this into your relationships with children and adults'
- K8 the basic stages of child development and how these affect the way:
 - you behave with children
 - you communicate with children
 - children relate to and interact with others

For 403.1 Develop relationships with children

- K9 strategies you can adopt to help children to feel welcome and valued in the setting
- K10 what is meant by 'appropriate' and 'inappropriate' behaviour when interacting with children: the policies and procedures to follow and why these are important
- K11 the importance of encouraging children to make choices for themselves and strategies to support this
- K12 the importance of involving children in decision making and strategies you can use to do this
- K13 how to negotiate with children according to their age and stage of development
- K14 strategies you can use to show children that you respect their individuality
- K15 how to balance the needs of individual children with those of the group as a whole

For 403.2 Communicate with children

- K16 the importance of clear communication with children
- K17 why it is important for children to ask questions, offer ideas and suggestions and how you can help them do this
- K18 why it is important to listen to children
- K19 how to respond to children in a way that shows you value what they have to say
- K20 the types of behaviour that show that you value children's ideas and feelings
- K21 the importance of being sensitive to communication difficulties with children and how to adapt the way you communicate to different situations

For 403.3 Support children in developing relationships

- K22 how you can help children to understand the value and importance of positive relationships with others
- K23 the importance of children valuing and respecting other people's individuality and how you can encourage and support this
- K24 why it is important for children to understand and respect other people's feelings and how you can encourage and support this
- K25 why it is important to be consistent and fair in dealing with positive and negative behaviour
- K26 strategies you can use to encourage and reinforce positive behaviour
- K27 strategies you can use to challenge and deal with negative behaviour which are consistent with your organisation's policies
- K28 why it is important for children to be able to deal with conflict themselves and what support they may need from you
- K29 why it is important to encourage and support positive relationships between children and adults' in the setting and strategies you can use to do this.

For 403.4 Communicate with adults

- K30 why positive relationships with adults' are important
- K31 why it is important to show respect for adults' individuality and how to do so
- K32 the importance of clear communication with adults'
- K33 the importance of being sensitive to communication difficulties with adults' and strategies you can use to overcome these
- K34 how and when it may be necessary to adapt the way you communicate to meet the needs of adults'
- K35 typical situations that may cause conflict with adults' and how to deal with these effectively.

Unit 403

Develop and promote positive relationships (PW8)

Anti-discriminatory practice

Taking positive action to counter discrimination; this will involve identifying and challenging discrimination and being positive in your practice about diversity without compromising the right of individuals to play

Children and young people

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

PW8 Develop and promote positive relationships**Evidence of Real Work Activity****What you must do**

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

What you must cover

No requirements for this unit.

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence is not required for this unit.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate 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; ie. candidates 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 candidate to show that they know and understand how to do something. If the assessor can reasonably infer from observing the candidate 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.

Rationale

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

The unit is divided into three parts. The first part describes the four things you have to do. The second part describes the knowledge and understanding you must have. These are:

- 404.1 Collect and analyse information on play needs and preferences
- 404.2 Plan and prepare play spaces
- 404.3 Support self-directed play
- 404.4 Help children and young people to manage risk during play

The third part gives some examples and explanations of some words we use in the unit.

Target Group

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

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

Unit 404

404.1

Plan and support self-directed play (PW9)

Collect and analyse information on play needs and preferences

What you must do

To meet the national standard, you must:

- 1 collect information on children and young people's play using a range of **methods**
- 2 investigate and take account of the needs of children and young people who experience barriers to access
- 3 analyse information to identify play needs
- 4 consult with children and young people and take account of their ideas on play needs and preferences
- 5 research and identify a range of play spaces and resources that will meet the play needs of children and young people.

What you must cover

From your work you must show that you have collected information using the following:

a **methods**

- 1 researching playwork theory and practice
- 2 observing children and young people at play
- 3 interacting with children and young people.

What you must do

To meet the national standard, you must:

- 1 plan **play spaces** that will meet the needs of children and young people and can be adapted by them to meet new needs
- 2 make sure the **play spaces** provide for a range of different play types
- 3 obtain the resources needed for these **play spaces**
- 4 work within the available budget or find other creative ways of obtaining or making resources
- 5 create the planned **play spaces** involving children and young people wherever possible
- 6 make sure that the range of **play spaces** will be accessible for all children and young people who could take part
- 7 make sure the **play spaces** take account of health and safety requirements.

What you must cover

From your work you must show that you have planned and created the following types of:

a play spaces

- 1 physical
- 2 affective
- 3 transient
- 4 permanent.

What you must do

To meet the national standard, you must:

- 1 encourage children and young people to choose and explore the range of **play spaces** for themselves, providing support when necessary
- 2 leave the content and intent of play to the children and young people
- 3 enable play to occur uninterrupted
- 4 enable children and young people to explore their own values
- 5 ensure children and young people can develop in their own ways
- 6 hold children and young people's play frames when necessary
- 7 observe play and respond to play cues according to the stage in the play cycle

What you must cover

From your work you must show that you have supported self-directed play using the following types of:

a play spaces

- 1 physical
- 2 affective
- 3 transient
- 4 permanent.

Unit 404

404.4

Plan and support self-directed play (PW9)

Help children and young people to manage risk during play

What you must do

To meet the national standard, you must:

- 1 allow children and young people to experience and explore risk during play
- 2 identify hazards when they occur
- 3 assess the risks that these hazards pose in a way that is sensitive to the nature of the children and young people involved
- 4 raise children and young people's awareness of hazards and manage risk themselves
- 5 balance the risks involved with the benefits of challenge and stimulation
- 6 only intervene if the level of risk becomes unacceptable.

What you must cover

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

a hazard

- 1 physical
- 2 emotional
- 3 behavioural
- 4 environmental.

Unit 404 Plan and support self-directed play (PW9)

What you must know and understand

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

For the whole unit

- K1 How the Playwork Principles specifically relate to this unit
- K2 The short and long term benefits of play
- K3 The playworker's role in supporting play
- K4 Indicators/objectives you can use to evaluate play provision
- K5 Behavioural modes associated with play
 - personally directed
 - intrinsically motivated
 - in secure context
 - spontaneous
 - goalless
 - where the content and intent is under the control of the children and young people
- K6 The range of play types that are commonly accepted.
- K7 How to provide for the following play types:
 - communication play
 - creative play
 - deep play
 - dramatic play
 - exploratory play
 - fantasy play
 - imaginative play
 - locomotor play
 - mastery play
 - object play
 - role play
 - rough and tumble
 - social play
 - socio-dramatic play
 - symbolic play
- K8 The mood descriptors associated with play and how to recognise these:
 - happy
 - independent

- confident
- altruistic
- trusting
- balanced
- active or immersed
- at ease

K9 The main stages of child development and how these affect children's play needs and behaviours

K10 The particular needs of disabled children and how these need to be met when planning for and supporting play, including helping them to manage risk

For Element 404.1

K11 Why it is important to identify children and young people's play needs and preferences

K12 The types of information you can use to identify play needs and preferences and how to access these

K13 The barriers to access, including disability but taking account of others, that some children and young people may experience and how to address these

K14 Why it is important to consult with children and young people on play needs and preferences

K15 Effective methods of consulting with children and young people

K16 The range of different types of play spaces that can meet children and young people's needs and preferences

For Element 404.2

K17 How to plan play spaces that meet children and young people's play needs

K18 Why it is important to create spaces that children and young people can adapt to their own needs

K19 How to obtain and/or create resources needed for a range of play spaces

K20 How to involve children and young people in the creation of play spaces

K21 The importance of access for all children and how to ensure this happens

K22 The health and safety requirements that are relevant to play spaces and how to ensure you take account of these

For Element 404.3

K23 Why it is important for children and young people to choose and explore play spaces for themselves

K24 The types of support you may need to provide and how to decide when it is appropriate to provide support

K25 Why it is important to leave the content and intent of play to children and young people

K26 Why it is important to allow play to continue uninterrupted

K27 Why it is important to allow children to develop in their own ways and not to show them 'better' ways of doing things when they are playing unless they ask

K28 The main stages of the play cycle

K29 How to define a play frame

K30 How to identify play cues

K31 How to identify when and how to respond to a play cue

For Element 404.4

- K32 Why risk is important in play and how to encourage and support acceptable risk taking
- K33 Levels of risk acceptable according to organisational policies and procedures
- K34 The range of hazards that may occur during children's play and how to recognise these
- K35 The basic stages of child development and the implications these have for levels of risk
- K36 How to assess risk according to age and stage of development
- K37 The importance of balancing risk with the benefits of challenge and stimulation.

Unit 404 Plan and support self-directed play (PW9)

What we mean by some of the words used in this unit

Affective play space

Spaces that: a) pay attention to and support the variety of feelings and moods that children and young people bring with them or have during play; b) have particular areas, materials and/or props that at different times stimulate or encourage the expression, experience or experimentation with a range of emotions; and c) have playworkers who seek to develop via diverse means, an overall ambience of welcome, acceptance, freedom and playfulness.

Barriers to access

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

Behavioural hazard

Some behaviours during play are potentially hazardous eg. egging on, showing off, excluding, hyperactivity, dominating, etc. and playworkers need to be aware of these in case their support is needed

Children and young people

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

*** Communication play**

Play using words, nuances or gestures for example mime, jokes, play acting, mickey taking, singing, debate, poetry.

*** Creative play**

Play which allows a new response, the transformation of information, awareness of new connections, with an element of surprise. For example enjoying creation with a range of materials and tools for its own sake.

*** Deep play**

Play which allows the child to encounter risky or even potentially life threatening experiences, to develop survival skills and conquer fear. For example leaping onto an aerial runway, riding a bike on a parapet, balancing on a high beam.

Disabled Children

Children with impairments who experience barriers to accessing main stream child care and play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex needs which may be permanent or temporary

*** Dramatic play**

Play which dramatizes events in which the child is not a direct participator. For example presentation of a TV show, an event on the street, a religious or festive event, even a funeral.

Emotional hazard

Children will bring their moods and feelings from their day with them to a play setting and this often affects the way they behave and interact with others. They will also experience

all kinds of feelings when playing – sometimes by choice and sometimes unexpectedly. Some feelings eg. fear, anger, excitement, boredom, could be potentially hazardous and Playworkers need to be aware of such feelings in case their support is needed.

Environmental hazard

Aspects or things in the environment that could be potentially harmful; for example extreme or freak weather, animals, changing light.

*** Exploratory play**

Play to access factual information consisting of manipulative behaviours such as handling, throwing, banging or mouthing objects. For example engaging with an object or area and, either by manipulation or movement, assessing its properties, possibilities and content, such as stacking bricks.

*** Fantasy play**

Play, which rearranges the world in the child's way, a way which is unlikely to occur. For example playing at being a pilot flying around the world or the owner of an expensive car.

Hazard

Something that may cause harm to the health, safety and welfare of users of the play setting

*** Imaginative play**

Play where the conventional rules, which govern the physical world, do not apply. For example imagining you are, or pretending to be, a tree or ship, or patting a dog which isn't there.

*** Locomotor play**

Movement in any and every direction for its own sake. For example chase, tag, hide and seek, tree climbing.

*** Mastery play**

Control of the physical and affective ingredients of the environments. For example digging holes, changing the course of streams, constructing shelters, building fires.

*** Object play**

Play which uses infinite and interesting sequences of hand-eye manipulations and movements. For example examination and novel use of any object e.g. cloth, paintbrush, cup.

Observing play

The purpose of observation within a play environment is to observe and sometimes record children and young people's play behaviours, in order to ensure that the environment is providing effective play spaces. These observations may therefore include play types, play cues and returns seen. These observations are not for the purpose of monitoring children and young people's development, or planning a curriculum of activities. Observations may or may not be recorded.

Permanent play space

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

Physical hazard

Something physical that may cause harm and may or may not be removable; for example, broken glass, faulty equipment, traffic.

Physical play space

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

Play

Play is freely chosen, personally directed and intrinsically motivated.

Play cues*(

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

Play cycle*(

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

Play frame*(

A material or non-material boundary that keeps the play intact.

Play needs

What individual children and young people have to have in order to be able to play but are not always able to have for a variety of reasons; for example lack of access, overprotective adults, lack of outdoor environments, etc.

Play preferences

What individual children and young people are interested in and choose to play – based on their prior experience

Play space*

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

Risk

The likelihood of a hazard actually causing harm; this will often be influenced by the age or stage of development of the children and young people involved

*** Role play**

Play exploring ways of being, although not normally of an intense personal, social, domestic or interpersonal nature. For example brushing with a broom, dialing with a telephone, driving a car.

*** Rough and tumble play**

Close encounter play which is less to do with fighting and more to do with touching, tickling, gauging relative strength, discovering physical flexibility and the exhilaration of display. For example playful fighting, wrestling and chasing where the children involved are obviously unhurt and giving every indication that they are enjoying themselves.

*** Social play**

Play during which the rules and criteria for social engagement and interaction can be revealed, explored and amended. For example any social or interactive situation which contains an expectation on all parties that they will abide by the rules or protocols, i.e. games, conversations, making something together.

*** Socio-dramatic play**

The enactment of real and potential experiences of an intense personal, social, domestic or interpersonal nature. For example playing at house, going to the shops, being mothers and fathers, organising a meal or even having a row.

*** Symbolic play**

Play which allows control, gradual exploration and increased understanding, without the risk of being out of one's depth. For example using a piece of wood to symbolise a person, or a piece of string to symbolise a wedding ring.

Transient play space

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

Unacceptable risk

Risk is considered unacceptable when a child engages in play behaviour which is likely to result in their death or serious injury. Other risks, whilst being perceived as dangerous and potentially harmful are considered acceptable because the benefits of the play experience outweigh the harm that may occur.

PW9 Plan and support self-directed play**Evidence of Real Work Activity****What you must do**

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

What you must cover

There must also be evidence that the candidate's work in a real play setting has met the following requirements:

- 404.1 **all** types of methods
- 404.2 **all** types of play spaces
- 404.3 **all** types of play spaces
- 404.4 **all** types of hazards

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence is not required for this unit.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate 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; ie. candidates 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 candidate to show that they know and understand how to do something. If the assessor can reasonably infer from observing the candidate 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.

Rationale

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

The unit is divided into parts. The first part describes the two things you have to do. The second part describes the knowledge and understanding you must have. These are:

405.1 Reflect on practice

405.2 Take part in continuing professional development

The third part gives some examples and explanations of some words we use in the unit.

Target Group

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

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

What you must do

To meet the national standard, you must:

- 1 monitor processes, practices and outcomes from your own work
- 2 evaluate your own performance (achievements, strengths and weaknesses) using best practice benchmarks
- 3 reflect on your interactions with others
- 4 share your reflections with others and use their feedback to improve your own evaluation
- 5 use reflection to solve problems
- 6 use reflection to improve practice

Unit 405
405.2

Reflect on and develop practice (PW10)
Take part in continuing professional development

What you must do

To meet the national standard, you must:

- 1 identify areas in your knowledge, understanding and skills where you could develop further
- 2 develop and negotiate a plan to develop your knowledge, skills and understanding further
- 3 seek out and access opportunities for continuing professional development as part of this plan
- 4 use continuing professional development to improve your practice.

Unit 405 Reflect on and develop practice (PW10)

What you must know and understand

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

For the whole unit:

- K1 How the Playwork Principles specifically relate to this unit
- K2 Why reflection on practice and evaluation of personal effectiveness is important
- K3 How learning through reflection can increase professional, knowledge and skills
- K4 How reflection can enhance and use personal experience to increase confidence and self esteem
- K5 Techniques of reflective analysis:-
 - questioning what, why and how
 - seeking alternatives
 - keeping an open mind
 - viewing from different perspectives
 - thinking about consequences
 - testing ideas through comparing and contrasting
 - asking 'what if...?'
 - synthesising ideas
 - seeking, identifying, and resolving problems
- K6 Reflection as a tool for contrasting what we say we do and what we actually do.
- K7 How to use reflection to challenge existing practice
- K8 The difficulties that may occur as a result of examining beliefs, values, and feelings
- K9 How to assess further areas for development in your skills and knowledge through reflection, feedback and using resources such as the internet, libraries, journals
- K10 How to develop a personal development plan with objectives that are specific, measurable, achievable, realistic and with timescales
- K11 The availability and range of training and development opportunities in the local area and how to access these
- K12 The importance of integrating new information and/or learning in order to meet current best practice, quality schemes or regulatory requirements.

Unit 405 Reflect on and develop practice (PW10)

What we mean by some of the words used in this unit

Best Practice Benchmarks

A base line therefore minimum standard definition of good practice

Continuing professional development

An ongoing process to support your individual professional development; this could involve going on a course, or observing other members of staff doing things that are new to you, receiving instructions from other members of staff on new things you have to do, having the opportunity to practise new skills, reading playwork theory, relevant research.

Reflect

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

Others

Colleagues and fellow professionals

PW10 Reflect on and develop practice**Evidence of Real Work Activity****What you must do**

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

What you must cover

No requirements for this unit.

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence is not required for this unit.

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate 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; ie. candidates 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 candidate to show that they know and understand how to do something. If the assessor can reasonably infer from observing the candidate 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 406

Work with colleagues in a team (PW11)

Overview

Rationale

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

The unit is divided into three parts. The first part describes the three things you have to do. The second part describes the knowledge and understanding you must have. These are:

- 406.1 Contribute to the work of your team
- 406.2 Provide support to your colleagues
- 406.3 Respond to conflict in your team

The third part gives some examples and explanations of some words we use in this unit.

Target Group

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

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

What you must do

To meet the national standard, you must:

- 1 maintain relationships with your **colleagues** which help the team to work effectively
- 2 make sure you carry out your duties and responsibilities as agreed with **colleagues**
- 3 promptly sort out any duties and responsibilities which you are unsure about with a relevant **colleague**
- 4 only vary agreed duties and responsibilities with the agreement of relevant **colleagues**
- 5 ask for additional support in your work as and when necessary
- 6 make positive and realistic **suggestions** as to how your team's work could be improved
- 7 regularly report your progress and any difficulties you encounter to **colleagues** as required
- 8 participate effectively in team meetings

What you must cover

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

a colleagues

- 1 working at the same level
- 2 line managers
- 3 staff for whom you are responsible

making the following:

b suggestions

- 1 to improve health and safety
- 2 to improve service delivery
- 3 to improve the environment
- 4 to improve relationships with users
- 5 improve relationships in the team
- 6 to improve inclusive practice

What you must do

To meet the national standard, you must:

- 1 provide comment and constructive criticism to your **colleagues** in a manner which identifies good practice and reinforces their self confidence
- 2 offer helpful **support** to your **colleagues** when they need it
- 3 share information with your **colleagues** which helps them to improve their work
- 4 show that you value diversity and will challenge discrimination and prejudice in your work with and support for **colleagues**

What you must cover

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

a colleagues

- 1 working at the same level
- 2 line managers
- 3 staff for whom you are responsible

with the following:

b support

- 1 additional people
- 2 additional resources
- 3 providing coaching and mentoring

What you must do

To meet the national standard, you must:

- 1 respond to **conflict** in a way which does not disrupt the work of the team
- 2 promptly refer **conflict** which cannot be sorted out personally to a relevant colleague
- 3 show a willingness to compromise when feasible solutions to conflict are proposed
- 4 offer effective support to **colleagues** in **conflict** in a way which is consistent with organisational procedures
- 5 provide accurate reports on incidents of **conflict** as required by organisational procedures

What you must cover

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

a conflict

- 1 with other team members
- 2 between other team members

involving the following:

b colleagues

- 1 working at the same level
- 2 line manager
- 3 staff for whom you are responsible

Unit 406 Work with colleagues in a team (PW11)

What you must know and understand

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

For 406.1

- K1 how the Playwork Principles specifically relate to this unit
- K2 why effective, inclusive team work is important and how it contributes to the quality of provision
- K3 why it is important to carry out agreed responsibilities and duties and what may happen if you do not do this
- K4 the importance of sorting out any duties or responsibilities which you are unsure about
- K5 why you should only vary responsibilities and duties with the agreement of colleagues
- K6 situations in which you should ask for additional support and why
- K7 the importance of making suggestions as to how the team's work could be improved
- K8 why it is important to keep the appropriate colleagues up to date and informed of progress
- K9 how to participate effectively in team meetings
- K10 why it is important for the team to anticipate the needs of users

For 406.2

- K11 why it is important to give colleagues constructive criticism
- K12 why it is important for colleagues to receive recognition for their contributions
- K13 how to give constructive criticism in a way which reinforces the person's self-confidence
- K14 the types of situations in which colleagues may need support and how to respond to these
- K15 why it is important to share information and how to do this effectively
- K16 why diversity is important in your area of work
- K17 why discrimination and prejudice should be challenged and how to do so effectively and constructively

For 406.3

- K18 the types of conflict which tend to happen in teams and how to deal with these
- K19 why it is important not to disrupt the work of the team when conflict occurs
- K20 types of conflict which you can deal with yourself and conflict which must be referred to others
- K21 why it is important to compromise when possible and situations where compromises should not be made
- K22 how to support colleagues involved in conflict
- K23 how to make accurate reports of conflict which has happened and why
- K24 organisational procedures for dealing with conflict

Unit 406 Work with colleagues in a team (PW11)

What we mean by some of the words used in this unit

Diverse / diversity

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

Organisation's policies and procedures

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

PW11 Work with colleagues in a team**Evidence of Real Work Activity****What you must do**

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real play setting (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real play setting has met the following requirements:

- 406.1 a minimum of **two** types of colleagues and **three** types of suggestions
- 406.2 a minimum of **two** types of colleagues and **two** types of support
- 406.3 a minimum of **two** types of colleagues and **one** type of conflict

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation may be used for the whole or part of 406.3 if there is no naturally occurring evidence.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. 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 candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate 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; ie. candidates 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 candidate to show that they know and understand how to do something. If the assessor can reasonably infer from observing the candidate 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.

Overview

Rationale

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

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

The unit is divided into three parts. The first describes the three things you have to do. The second part describes the knowledge and understanding you must have. These are:

- 407.1 Identify signs of possible abuse
- 407.2 Respond to a child's disclosure of abuse
- 407.3 Follow policies and procedures to report possible abuse

The third part gives some examples and explanations of some words we use in this unit.

Target Group

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

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

Unit 407

Respond to concerns about possible child abuse (PW12)

407.1

Identify signs of possible abuse

What you must do

To meet the national standard, you must:

- 1 make sure your observation of the child's physical condition and behaviour is sensitive to the child and the circumstances
- 2 note any **signs and indicators** of possible **abuse**
- 3 consider any **signs and indicators** of possible **abuse** in the light of other information about the child
- 4 take action which is appropriate to the significance of the **signs and indicators** and the requirements and procedures of your organisation
- 5 follow agreed procedures for confidentiality at all times.

What you must cover

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

a **signs and indicators**

- 1 physical
- 2 behavioural

and handled concerns for the following types of:

b **abuse**

- 1 physical
- 2 bullying
- 3 neglect
- 4 emotional
- 5 sexual.

Unit 407

Respond to concerns about possible child abuse (PW12)

407.2

Respond to a child's disclosure of abuse

What you must do

To meet the national standard, you must:

- 1 respond promptly and calmly to the child's **disclosure** of **abuse**
- 2 make it clear to the child that other people appropriate to the situation will have to be informed
- 3 give the child appropriate reassurance and support
- 4 communicate at the child's pace, without exerting pressure to reveal more than the child wishes to
- 5 record information on the **disclosure** accurately as soon as possible
- 6 follow agreed procedures for confidentiality at all times.

What you must cover

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

a disclosure

- 1 full
- 2 partial

and handled concerns for the following types of:

b abuse

- 1 physical
- 2 bullying
- 3 neglect
- 4 emotional
- 5 sexual.

Unit 407

Respond to concerns about possible child abuse (PW12)

407.3

Follow policies and procedures to report possible abuse

What you must do

To meet the national standard, you must:

- 1 record all information concerning possible abuse
- 2 provide information about the possible abuse to the relevant person, according to your organisation's policies and procedures
- 3 ensure your information is accurate and up-to-date
- 4 follow your organisation's procedures when responding to requests for **reports** on incidents, disclosures or suspicions of abuse
- 5 clearly distinguish in your **reports** between directly observed evidence, information from other people and opinion
- 6 present your **reports** to the relevant person or agency in the required format and at the time requested
- 7 follow agreed procedures for confidentiality at all times

What you must cover

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

a reports

- 1 verbal
- 2 written
- 3 set proforma.

Unit 407 Respond to concerns about possible child abuse (PW12)

What you must know and understand

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

For the whole unit

- K1 how the Playwork Principles specifically relate to this unit
- K2 the basic requirements of legislation covering child protection
- K3 why it is important to be aware of possible abuse and to report any concerns
- K4 the requirements of your organisation and the law in regard to child protection and your responsibilities for this
- K5 the importance of recognising that disabled children may be more vulnerable to abuse

For 407.1 Identify signs of possible abuse

- K6 the common signs and indicators of physical, emotional, sexual abuse, neglect and bullying in children
- K7 why it is important to observe a child's physical condition in a way which is sensitive to the child and the situation and how to do so
- K8 other types of information to consider when noting signs and indicators of possible abuse
- K9 the impact of abuse on children and young people

For 407.2 Respond to a child's disclosure of abuse

- K10 the importance of responding promptly and calmly to a child's disclosure of abuse and how to do so
- K11 why it is important to make it clear to the child that other people must be informed of any possible abuse
- K12 why it is important to provide a child with reassurance and support during a disclosure of abuse and how to do so
- K13 why it is important to communicate at the child's pace and not exert pressure on the child to disclose more than they wish
- K14 how to communicate at the child's pace and not exert pressure

For 407.3 Follow policies and procedures for reporting possible abuse

- K15 who are the appropriate people and agencies to report possible abuse to
- K16 how to decide whether to report concerns about possible abuse and who to report possible abuse to
- K17 how to report possible abuse
- K18 why confidentiality is important - who should and should not be informed of possible abuse
- K19 how to distinguish between directly observed signs and indicators of abuse, other information and opinions and why it is important to do so in any reports
- K20 why it is important to note any evidence of possible abuse carefully and to include this in any report.

Unit 407 Respond to concerns about possible child abuse (PW12)

What we mean by some of the words used in this unit

Abuse

A deliberate act of ill treatment that can harm or is likely to cause harm to a child's safety, wellbeing and development

Bullying

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

Children and young people

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

Disabled Children

Children with impairments who experience barriers to accessing main stream child care and play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex needs which may be permanent or temporary

Neglect

The child not receiving a level of care (for example, food, drink, personal hygiene, clothing) sufficient for she or he to develop in the same way as other children of her/his age and stage of development

Organisation's policies and procedures

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

PW12 Respond to concerns about possible child abuse**Evidence of Real Work Activity****What you must do**

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real play setting (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real play setting has met the following requirements:

- 407.1 a minimum of **two** types of signs and indicators and **two** types of abuse
- 407.2 a minimum of **two** types of disclosure and **two** types of abuse
- 407.3 a minimum of **two** types of report

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. 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 candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate 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 ie. candidates 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 candidate to show that they know and understand how to do something. If the assessor can reasonably infer from observing the candidate 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.

Overview

Rationale

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

The unit is divided into three parts. The first describes the two things you have to do. The second part describes the knowledge and understanding you must have. These are:

408.1 Encourage and support a healthy lifestyle

408.2 Provide food and drinks

The third part gives some examples and explanations of some words we use in this unit.

Target Group

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

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

Unit 408

Contribute to children's health and well-being (PW13)

408.1

Encourage and support a healthy lifestyle

What you must do

To meet the national standard, you must:

- 1 provide children and young people with accurate and up-to-date information on a healthy **lifestyle**
- 2 make children and young people aware of risks to their own health
- 3 encourage and support children and young people to consider their own **lifestyle** and identify ways to improve and maintain their own health
- 4 provide children and young people with opportunities to take part in physical activity.

What you must cover

From your work you must show that you have encouraged and supported the following aspects of:

a **lifestyle**

- 1 diet
- 2 physical activity
- 3 personal hygiene
- 4 protection from infections
- 5 substance abuse
- 6 emotional well-being

Unit 408

Contribute to children's health and well-being (PW13)

408.2

Provide food and drinks

What you must do

To meet the national standard, you must:

- 1 provide food and drinks which are attractive and meet the nutritional needs of the children and young people
- 2 provide for special dietary and cultural requirements
- 3 prepare food and drinks in a way which meets parents' expressed wishes
- 4 ensure children and young people get access to food and drinks according to their needs
- 5 ensure that the equipment, areas and methods used for storage, preparation, serving and clearing away meet legal and organisational requirements
- 6 encourage children and young people to consider the healthy choices in their food and drinks and the reasons
- 7 involve the children and young people in the selection, preparation, serving and clearing away of food and drinks.

Unit 408 Contribute to children's health and well-being (PW13)

What you must know and understand

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

For the whole unit

- K1 How the Playwork Principles specifically relate to this unit
- K2 The importance of a healthy lifestyle to children and young people's development
- K3 The role that the playworker can play in encouraging and supporting a healthy lifestyle
- K4 The basic stages of child development and the implications for:
 - lifestyle
 - nutrition
 - risks to health
 - common illnesses

For 408.1

- K5 Sources of information on a healthy lifestyle for children and young people and how to access these
- K6 How to present information on healthy living to children and young people in an effective way
- K7 How to stimulate children and young people to consider their own lifestyle and think of ways they could improve their health
- K8 Levels and types of physical activity appropriate to children and young people according to their age and stage of development
- K9 Ways in which children and young people can increase their physical activity on a routine basis
- K10 The importance of providing an effective role model for a healthy lifestyle.

For 408.2

- K11 The types of meals and snacks which promote healthy eating
- K12 Basic knowledge of food hygiene
- K13 The importance of hydration to children and young people especially when they are taking part in physical play
- K14 How to provide a satisfying varied and balanced diet
- K15 Refreshments that reflect cultural and specific needs
- K16 How to respond to parents' wishes in regard to what their children should eat
- K17 The importance of consulting children on the selection, preparation, serving and clearing away of food and drinks
- K18 Examples of the use of food in wider activities
- K19 The play setting's Healthy Eating Policy
- K20 The play setting's procedures for preparing and storing food

Unit 408 Contribute to children’s health and well-being (PW13)

What we mean by some of the words used in this unit

Children and young people

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

Nutrition

In respect of different foods and their importance to health and a balanced diet.

Special dietary requirements

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

PW13 Contribute to children's health and well being**Evidence of Real Work Activity****What you must do**

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real play setting (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real play setting has met the following requirements:

408.1 a minimum of **three** aspects of lifestyle

408.2 no requirements

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. 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 candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate 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; ie. candidates 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 candidate to show that they know and understand how to do something. If the assessor can reasonably infer

from observing the candidate 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 409

Work with parents and carers (PW14)

Overview

Rationale

This unit is about establishing and developing good working relationships with parents and carers and getting them involved in the work of the setting.

The unit is divided into three parts. The first part describes the two things you have to do. The second part describes the knowledge and understanding you must have. These are:

409.1 Establish and develop working relationships with parents and carers

409.2 Involve parents and carers in the setting

The third gives some examples and explanations of some words we use in this unit.

Target Group

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

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

Unit 409

409.1

Work with parents and carers (PW14)

Establish and develop working relationships with parents and carers

What you must do

To meet the national standard, you must:

- 1 initiate relationships with parents and carers in a way that helps them to feel welcome and valued in the setting
- 2 respect the individuality of parents and carers
- 3 identify the needs and expectations of parents and carers who use the setting and seek to meet these as much as possible
- 4 provide clear and accurate **information** to parents and carers which meets their needs
- 5 respect the wishes of parents and carers within agreed procedures, values and children's rights
- 6 respect confidential **information** about carers and parents as long as the children's welfare is maintained
- 7 handle any disagreements with parents and carers tactfully and in a way which is likely to maintain good relationships between parents and carers and the organisation
- 8 respond promptly and positively to complaints and suggestions and follow organisational procedures for carrying these through.

What you must cover

From your work you must show that you have provided parents and carers with the following types of:

a information

- 1 on the children and young people's experiences
- 2 on opportunities available in the play setting
- 3 on agreed procedures and values
- 4 on ways in which parents and carers can be involved in the play setting

What you must do

To meet the national standard, you must:

- 1 encourage parents and carers to involve themselves in the work of the setting
- 2 find opportunities to involve parents and carers which are appropriate to their needs and skills
- 3 make sure parents and carers meet legal and organisational requirements for the **activities** they will be involved in
- 4 make sure parents and carers understand and support the values and policies of the setting
- 5 provide parents and carers with the information they need to take part in **activities**, including ground rules and procedures
- 6 monitor parents' and carers' involvement in the setting and provide them with any guidance or support that they need

What you must cover

From your work you must show that you have involved parents and carers in the following types of:

a activities

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

Unit 409 Work with parents and carers (PW14)

What you must know and understand

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

For the whole unit

- K1 how the Playwork Principles specifically relate to this unit
- K2 the importance of good working relationships with parents and carers
- K3 the importance of maintaining the child at the centre of the process

For 409.1

- K4 strategies you can use to help parents and carers feel welcome and valued in the setting
- K5 the importance of identifying the needs and expectations of parents and carers and how to do so
- K6 why it is important to show respect for other adults' individuality and how to do so
- K7 the importance of clear communication with parents and carers
- K8 the importance of being sensitive to communication difficulties with parents and carers and strategies you can use to overcome these
- K9 the importance of showing that you listen to parents and carers and take their views and opinions seriously
- K10 how to balance the wishes of parents and carers with the agreed procedures and policies of the setting and the rights of the child
- K11 how to assure parents and carers of children who experience barriers to access that the setting is inclusive and welcomes them
- K12 the importance of confidentiality and how to balance the need to respect confidential information about parents and carers with the welfare of the child
- K13 typical situations that may cause conflict with other adults and how to deal with these effectively
- K14 your organisation's complaints procedure

For 409.2

- K15 how to encourage parents and carers to become involved in the work of the setting
- K16 the types of opportunities that you can create for parents and carers to become involved and the contributions they can make
- K17 legal requirements for parents and carers to become involved in activities in the setting
- K18 your organisation's policies and procedures for involving parents in activities
- K19 the importance of parents and carers understanding and supporting the values and policies of the setting, including those for inclusion
- K20 the types of guidance, information and support parents and carers may need to be involved in the setting.

Unit 409 Work with parents and carers (PW14)

What we mean by some of the words used in this unit

Children and young people

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

Inclusion

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

Organisation's policies and procedures

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

Play opportunities

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

Play setting

Anywhere where children and young people play, for example, an indoor play centre or adventure playground.

PW14 Work with parents and carers**Evidence of Real Work Activity****What you must do**

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real play setting (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real play setting has met the following requirements:

409.1 a minimum of **three** types of information

409.2 a minimum of **two** types of activities

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is only allowed for 409.1.7 if there is no naturally occurring evidence.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. 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 candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate 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; ie. candidates 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 candidate to show that they know and understand how to do something. If the assessor can reasonably infer from observing the candidate 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 410

Administer playwork provision (PW15)

Overview

Rationale

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

The unit is divided into three parts. The first part describes the two things you have to do. The second describes the knowledge and understanding you must have. These are:

- 410.1 Implement access procedures
- 410.2 Record and report key information

The third part gives some examples and explanations of some words we use in this unit.

Target Group

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

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

Unit 410

410.1

Administer playwork provision (PW15)

Implement access procedures

What you must do

To meet the national standard, you must:

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

Unit 410 410.2

Administer playwork provision (PW15) Record and report key information

What you must do

To meet the national standard, you must:

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

What you must cover

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

a **information**

- 1 person responsible for the setting
- 2 contact details of staff, volunteers and other adults who may have unsupervised contact with children
- 3 records of visitors
- 4 administration of medicines
- 5 dietary needs and allergies
- 6 infectious, notifiable diseases
- 7 required information about children
- 8 risk assessments
- 9 fire drill records and recommendations
- 10 insurance
- 11 attendance registers
- 12 accident/incident records
- 13 participation in trips and outings
- 14 registration forms
- 15 emergency contact details.

Unit 410 Administer playwork provision (PW15)

What you must know and understand

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

For whole unit:

- K1 how the Playwork Principles specifically relate to this unit
- K2 the importance effective administration to the running of a play setting
- K3 the basic provisions of the data protection act relevant to your work
- K4 **For 410.1**
- K5 why it is important to implement access procedures correctly
- K6 the requirements of Disability and Equal Opportunities legislation in regard to access
- K7 the provisions of the Children Act in relation to play provision and record keeping
- K8 why it is important to deal with enquiries promptly and courteously
- K9 the types of enquiry which are likely to be made and how to deal with these
- K10 enquiries which may need to be passed on
- K11 the information which needs to be collected about children and their families and why
- K12 why it is important to record information clearly and fully
- K13 organisational procedures for processing and communicating this type of information
- K14 the importance of applying access procedures correctly

For 410.2

- K15 why it is important to keep records complete, legible and up-to-date
- K16 why it is important to store records securely but in a way which enables them to be found quickly
- K17 methods of organising and storing records
- K18 the importance of confidentiality
- K20 agreements on confidentiality which have been made with parents and carers
- K21 organisational requirements covering confidentiality
- K22 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 410 Administer playwork provision (PW15)

What we mean by some of the words used in this unit

Children and young people

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

Dietary needs

Requirements that correspond to a child's personal needs and beliefs, for example not eating meat or a particular medical condition, for example not eating nuts or flour-based products

Organisation's policies and procedures

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

PW15 Administer playwork provision**Evidence of Real Work Activity****What you must do**

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real play setting (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real play setting has met the following requirements:

410.1 no requirements

410.2 a minimum of **eight** types of information

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. 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 candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate 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; ie. candidates 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 candidate to show that they know and understand how to do something. If the assessor can reasonably infer from observing the candidate 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 411

Promote your organisation in the community (B226)

Overview

Rationale

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

The unit is divided into three parts. The first part describes the two things you have to do. The second part describes the knowledge and understanding you must have.

These are:

411.1 Make people in the community aware of opportunities and benefits

411.2 Establish and maintain links with other organisations and individuals

The third part gives some examples and explanations of some words we use in this unit.

Target Group

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

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

Unit 411 Promote your organisation in the community (B226)

411.1 Make people in the community aware of opportunities and benefits

What you must do

To meet the national standard, you must:

- 1 identify opportunities to promote your area of work and organisation to **people** in the local community
- 2 communicate the purpose, values and methods of your area of work
- 3 communicate **information** about your own and other organisations which provide similar opportunities
- 4 emphasise the benefits of your work for the wider community
- 5 obtain feedback from **people** about the impact of initiatives
- 6 present **information** in a language and style which is appropriate to the **people** involved
- 7 promote your area of work in a way which is consistent with organisational policies and practices

What you must cover

From your work you must show that you have promoted opportunities and benefits to the following types of:

a people

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

providing the following types of :

b information

- 1 spoken
- 2 written
- 3 using visual images

Unit 411 Promote your organisation in the community (B226)

411.2 Establish and maintain links with other
 organisations and individuals

What you must do

To meet the national standard, you must:

- 1 identify other **organisations** and **individuals** with whom you could work productively
- 2 establish contact with these **organisations** and **individuals**

- 3 deal with approaches from other **organisations** and **individuals** positively and co-operatively
- 4 explore with other **organisations** and **individuals** the possible benefits of future links
- 5 agree with them how you will maintain contact and exchange information in the future
- 6 exchange relevant information with the other **organisations** and **individuals** as and when it is of benefit to those involved

What you must cover

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

a organisations

- 1 organisations in the same area of work
- 2 organisations in different areas of work

and the following

b individuals

- 1 workers in the same area of work
- 2 workers from other areas of work

Unit 411 Promote your organisation in the community (B226)

What you must know and understand

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

For 411.1

- K1 how the Playwork Principles specifically relate to this unit
- K2 why it is important to promote your own area of work and its values, purpose and methods widely
- K3 the importance of reaching sections of the community that traditionally experience barriers to inclusion, including disabled children
- K4 the types of opportunities which you could use to promote your work and own organisation and how to identify suitable ones
- K5 presentation skills, and how to tailor presentations to the needs of different types of audiences
- K6 how to promote your area of work in a way that addresses other people's preconceptions and views
- K7 the benefits of your work to the community and how to emphasise these
- K8 why it is important to obtain feedback from people in the community about initiatives and what to do with such feedback
- K9 types and language and styles of presentation appropriate to the types of people listed in the range
- K10 organisational policies and practices which need to be kept in mind when promoting playwork, including those for inclusion

For 411.2

- K11 why networking is important
- K12 the range of organisations and individuals with whom you could develop working relationships consistent with their job role
- K13 the mutual benefits which could come about from joint work with these organisations and individuals
- K14 how to identify and approach suitable organisations and individuals
- K15 how to explore the possible advantages of joint working and maintain contact
- K16 how to establish and maintain effective working relationships with other organisations and individuals
- K17 the importance of responding positively and co-operatively to other organisations and individuals

Unit 411 Promote your organisation in the community (B226)

What we mean by some of the words used in this unit

Barriers to access

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

Children and young people

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

Disabled Children/People

Children/people with impairments who experience barriers to accessing main stream child care and play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex needs which may be permanent or temporary

Organisation's policies and procedures

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

B226 Develop opportunities in the community**Evidence of Real Work Activity****What you must do**

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real play setting (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real play setting has met the following requirements:

411.1 a minimum of **four** types of people and **two** types of information

411.2 a minimum of **one** type of organisation and **one** type of individual

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. 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 candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate 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; ie. candidates 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 candidate to show that they know and understand how to do something. If the assessor can reasonably infer

from observing the candidate 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 412

Contribute to evaluating, developing and promoting services (B227)

Overview

Rationale

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

The unit is divided into three parts. The first part describes the three things you have to do. The second part describes the knowledge and understanding you must have. These are:

- 412.1 Contribute to evaluating service provision
- 412.2 Contribute to developing and improving services
- 412.3 Contribute to promoting services

The third part gives some examples and explanations of some words we use in the unit.

Target Group

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

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

Unit 412

Contribute to evaluating, developing and promoting services (B227)

412.1

Contribute to evaluating service provision

What you must do

To meet the national standard, you must:

- 1 choose realistic **methods** for evaluating service provision
- 2 discuss and agree these **methods** with the responsible member of staff
- 3 develop and agree the detail of the evaluation **methods**
- 4 collect, record, analyse and store information using your evaluation **methods**
- 5 report the evaluation results to the relevant colleague
- 6 recommend and agree changes to be made as a result of your evaluation

What you must cover

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

- a evaluation methods**
- 1 quantitative
 - 2 qualitative

Unit 412

Contribute to evaluating, developing and promoting services (B227)

412.2

Contribute to developing and improving services

What you must do

To meet the national standard, you must:

- 1 consult on possible improvements to **services** with the relevant colleagues in your organisation
- 2 get their approval to try out your improvements
- 3 develop a specification and plan for the **services**, working with the **appropriate individuals**
- 4 test the desirability of the **services** with representative groups and individuals and get their feedback to adjust plans
- 5 agree a full implementation plan with the responsible colleague

What you must cover

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

a **services**

- 1 existing services
- 2 new services

working with the following:

b **appropriate individuals**

- 1 current users of your services
- 2 potential new users of your services
- 3 users who experience barriers to access
- 4 colleagues

Unit 412

Contribute to evaluating, developing and promoting services (B227)

412.3

Contribute to promoting services

What you must do

To meet the national standard, you must:

- 1 make suggestions for **promotional methods** which are consistent with the agreed target groups, available resources and legal requirements
- 2 discuss and agree these methods with the responsible colleague
- 3 develop promotional materials and methods and agree the final details with the responsible colleague
- 4 implement the **promotional methods** in line with agreements

What you must cover

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

- a promotional methods**
- 1 leaflet distribution
 - 2 media features
 - 3 visits
 - 4 events
 - 5 incentive schemes

Unit 412 Contribute to evaluating, developing and promoting services (B227)

What you must know and understand

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

For the whole unit

- K1 how the Playwork Principles specifically relate to this unit
- K2 the importance of trying to continuously improve service provision

For 412.1

- K3 the available resources and relevant organisational policies.
- K4 the responsible member of staff to discuss and agree the evaluation methods and criteria with.
- K5 how to develop evaluation methods and identify appropriate criteria.
- K6 the importance of implementing methods in line with the agreed strategy.
- K7 how to collate, analyse and report on evaluations.

For 412.2

- K8 the available resources, researched needs and relevant organisational policies and legal requirements.
- K9 the organisational procedures for suggesting improvements to services.
- K10 what consultations may need to be undertaken.
- K11 other people to involve in the development of services.
- K12 representative groups and individuals to be involved in the testing of services.
- K13 how to develop suggestions for services based on research which has been undertaken.
- K14 how to make such suggestions in a clear and logical manner.
- K15 how to undertake necessary consultations and the importance of doing so.
- K16 how to develop specifications and plans for services.
- K17 how to test services and the importance of doing so.

For 412.3

- K18 the available resources and relevant organisational policies and legal requirements, including those covering Disability and Equal Opportunities.
- K19 the responsible member of staff to discuss and agree the promotional strategy with.
- K20 how to develop a promotional methods for new services.
- K21 how to take account of the needs of different communities when developing promotional materials
- K22 how to develop materials appropriate to these methods.
- K23 the importance of implementing methods and materials in line with the agreed strategy.

Unit 412 Contribute to evaluating, developing and promoting services (B227)

What we mean by some of the words used in this unit

Analyse

Analyse can be used to examine in detail in order to discover meaning; break down into smaller pieces.

Barriers to access

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

Qualitative

Something that is not summarised in numerical form, such as minutes from meetings and general notes from observations. Qualitative data normally describe people's knowledge, attitudes or behaviours and is often more subjective.

Quantitative

Something measured or measurable by, or concerned with, quantity and expressed in numbers or quantities.

B227 Contribute to evaluating, developing and promoting services**Evidence of Real Work Activity****What you must do**

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real play setting (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real play setting has met the following requirements:

412.1 **both** types of evaluation methods

412.2 a minimum of **one** type of service and all types of appropriate individuals

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. 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 candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate 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; ie. candidates 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 candidate to show that they know and understand how to do something. If the assessor can reasonably infer

from observing the candidate 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 413

Organise and supervise travel (B228)

Overview

Rationale

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

The unit is divided into three parts. The first part describes the two things you have to do. The second part describes the knowledge and understanding you must have. These are:

413.1 Make travel arrangements

413.2 Supervise travel

The third part gives some examples and explanations of some words we use in this unit.

Target Group:

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

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

Unit 413

413.1

Organise and supervise travel (B228)

Make travel arrangements

What you must do

To meet the national standard, you must:

- 1 plan **travel arrangements** that are appropriate to the requirements of the **journey** and needs of the **participants**
- 2 plan **travel arrangements** that balance efficiency, cost-effectiveness, comfort and concern for the environment
- 3 plan for likely contingencies
- 4 plan **travel arrangements** that are safe and take account of the likely conditions during the **journey**
- 5 provide the **participants** and members of staff involved with clear, correct and up-to-date information about the travel arrangements in good time
- 6 ensure that the **participants** and staff are fully prepared for the **journey**
- 7 follow all the relevant organisational and legal requirements for the **journey**

What you must cover

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

a travel arrangements:

- 1 method of transport
- 2 route
- 3 departure and arrival times
- 4 stages in the journey
- 5 food and drink
- 6 comfort and hygiene
- 7 overnight accommodation
- 8 supervision and support
- 9 transport of equipment and belongings

for the following:

b journeys

- 1 self-powered
- 2 in a organisation/hired vehicle
- 3 public transport

and the following:

c participants

- 1 adults
- 2 children and young people
- 3 people with specific needs for travel

What you must do

To meet the national standard, you must:

- 1 take reasonable action to ensure the timely departure and arrival of the **participants**
- 2 maintain the safety of the **participants** during the **journey**
- 3 ensure that equipment, belongings and any travel documents are safe and secure during the **journey**
- 4 supervise the handling of equipment and belongings to avoid injury and damage
- 5 take reasonable action to ensure that vehicles and attachments under your control, and control of these vehicles, conform to organisational and legal requirements
- 6 deal with any difficulties during the **journey** in a way which maintains the safety, security, comfort and goodwill of the **participants**
- 7 keep required records accurate and up-to-date

What you must cover

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

a journeys

- 1 self-powered
- 2 in a organisation/hired vehicle
- 3 public transport

and the following:

b participants

- 1 adults
- 2 children and young people
- 3 people with specific needs for travel

Unit 413 Organise and supervise travel (B228)

What you must know and understand

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

For element 413.1

- K1 how the Playwork Principles specifically relate to this unit
- K2 the major factors to bear in mind when organising travel, especially those to do with the safety and security of participants
- K3 resources and arrangements that may be necessary for disabled people
- K4 travel arrangements which are appropriate to the range of participants, the range of journeys and the types of programme in which the candidate is involved
- K5 the importance of ensuring travel arrangements take account of likely conditions and how likely conditions may affect the types of arrangements
- K6 the importance of providing participants and other staff with up-to-date and accurate information about travel arrangements in good time: what can go wrong if this is not done
- K7 the preparations which both participants and members of staff would have to make for the range of journeys
- K8 what kinds of contingencies might occur in the range of journeys and arrangements listed and what plans to make to take account of these
- K9 the organisational and legal requirements which govern organising travel for participants

For element 413.2

- K10 what steps to take to ensure the safe and timely departure and arrival of participants
- K11 the importance of ensuring the safety and welfare of participants during the journey and how to do so
- K12 types of behaviour to discourage during the types of journeys listed and how to do so with the range of participants listed
- K13 how to maintain the safety and security of equipment, belongings and travel documents during the types of journeys listed
- K14 safe handling and storage techniques
- K15 organisational and legal requirements for the condition and control of vehicles
- K16 types of difficulties which might arise during the journey and how to deal with these
- K17 guidelines and good practice concerning the parking of vehicles
- K18 records which need to be kept and the importance of doing so.

Unit 413 Organise and supervise travel (B228)

What we mean by some of the words used in this unit

Children and young people

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

Contingencies

Things which may go wrong, for example bad weather, accidents, failure of staff to attend as requested etc.

Disabled Children/People

Children/people with impairments who experience barriers to accessing main stream child care and play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex needs which may be permanent or temporary

Self-powered

For example, on foot or by bicycle or canoe

B228 Organise and supervise travel**Evidence of Real Work Activity****What you must do**

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real play setting (with the possible exceptions of those items listed under 'Use of Supplementary Evidence' below). Evidence may be gathered through a combination of methods, for example, observations, looking at products of the candidate's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the candidate can meet the requirements on a consistent basis.

What you must cover

There must also be evidence that the candidate's work in a real play setting has met the following requirements:

- 413.1 a minimum of **six** types of travel arrangements, **two** types of journeys and **two** types of participants
- 413.2 a minimum of **two** types of journeys and **two** types of participants

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

If the candidate only provides the minimum coverage of 'What you must cover' from their work as shown above, the remaining items under this heading must be assessed through the use of Supplementary Evidence (see below).

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. Supplementary evidence may also be used for B228.2.6 if there is no naturally occurring 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 candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate 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; ie. candidates 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 candidate to show that they know and understand how to do something. If the assessor can reasonably infer

from observing the candidate 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 414

Manage a budget (A27)

Overview

Rationale

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

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

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

Target Group

The unit is recommended for team leaders, first line managers.

Playworkers undertaking this unit must show that they know and understand how the Playwork Principles specifically relate to this unit.

Outcomes

You must:

- 1 Evaluate available information and consult with others to prepare a realistic budget for the respective area or activity of work.
- 2 Submit the proposed budget to the relevant people in the organisation for approval and to assist the overall financial planning process.
- 3 Discuss and, if appropriate, negotiate the proposed budget with the relevant people in the organisation and agree the final budget.
- 4 Use the agreed budget to actively monitor and control performance for the respective area or activity of work.
- 5 Identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from the relevant people if required
- 6 Propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people in the organisation.
- 7 Provide ongoing information on performance against the budget to relevant people in your organisation.
- 8 Advise the relevant people as soon as possible if you have identified evidence of potentially fraudulent activities.
- 9 Gather information from implementation of the budget to assist in the preparation of future budgets.

Behaviours

You must show you are consistently:

- 1 Presenting information clearly, concisely, accurately and in ways that promote understanding.
- 2 Acting within the limits of your authority.
- 3 Showing integrity, fairness and consistency in decision-making.
- 4 Saying no to unreasonable requests.
- 5 Using communication styles that are appropriate to different people and situations.
- 6 Taking and implementing difficult and/or unpopular decisions, if necessary.
- 7 Responding quickly to crises and problems with a proposed course of action.

Unit 414 **Manage a budget (A27)**

What you must know and understand

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

General Knowledge and Understanding

- K1 The purposes of budgetary systems
- K2 Where to get and how to evaluate the available information in order to be able to prepare a realistic budget
- K3 The importance of spending time on and consulting with others in preparing a budget
- K4 How to discuss, negotiate and confirm a budget with people who control the finance and the key factors that should be covered
- K5 How to use a budget to actively monitor and control performance for a defined area or activity of work
- K6 The main causes of variances and how to identify them
- K7 What different types of corrective action which could be taken to address identified variances
- K8 How unforeseen developments can affect a budget and how to deal with them
- K9 The importance of agreeing revisions to the budget and communicating the changes
- K10 The importance of providing regular information on performance against the budget to other people
- K11 Types of fraudulent activities and how to identify them
- K12 The importance of using the implementation of the budget to identify information and lessons for the preparation of future budgets

Sector Specific Knowledge and Understanding

- K13 Factors, processes and trends that are likely to affect the setting of budgets in your sector

Knowledge and Understanding Relevant to Your Organisation

- K14 The area or activity for which the budget is for
- K15 The vision, objectives and operational plans for your area of responsibility
- K16 The budgeting period(s) used in your organisation
- K17 Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets
- K18 The agreed budget, how it can be used and how much it can be changed without approval
- K19 The limits of your authority
- K20 Who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format
- K21 What to do and who to contact if you suspect fraud has been committed

Unit 414 Manage a budget (A27)

What we mean by some of the words used in this unit

Relevant people

for example, line/project manager, colleagues, team members.

Unit 415

Recruit, select and keep colleagues (A319)

Overview

Rationale

This unit is mainly about recruiting and selecting people to undertake identified activities or work-roles within your area of responsibility. It involves taking a fair and objective approach to recruitment and selection to ensure that individuals with the required skills, knowledge and understanding and who are likely to perform effectively are appointed.

As recruitment and selection can be expensive and time-consuming activities, the unit also involves taking action to understand why colleagues are leaving and taking action to keep colleagues.

Whilst you would be expected to draw on the expertise of personnel specialists, you are not expected to be a personnel specialist yourself. For the purposes of this unit, 'colleagues' means those people for whom you have line management responsibility.

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

The unit is divided into two parts. The first part describes what you have to do and how you should behave. The second part describes the knowledge and understanding you must have.

Target Group

The unit is recommended first line and middle managers.

Playworkers undertaking this unit must show that they know and understand how the Playwork Principles specifically relate to this unit.

Outcomes

You must:

- 1 Talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving.
- 2 Identify ways of addressing staff turnover problems, implementing those which clearly fall within your authority and communicating others to the relevant people for consideration.
- 3 Review, on a regular basis, the work required in your area of responsibility, identifying any shortfall in the number of colleagues and/or the pool of skills knowledge, understanding and experience.
- 4 Identify and review the options for addressing any identified shortfalls and decide on the best option(s) to follow.
- 5 Consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit.
- 6 Consult with others to discuss and agree stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved.
- 7 Ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants.
- 8 Seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues.
- 9 Participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective.
- 10 Make sure that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues.
- 11 Judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify any areas for improvements.

Behaviours

You must show you are consistently:

- 1 Recognising the opportunities presented by the diversity of people.
- 2 Working to turn unexpected events into opportunities rather than threats.
- 3 Trying out new ways of working.
- 4 Identifying people's information needs.
- 5 Seeking to understand people's needs and motivations.
- 6 Complying with, and ensuring others comply with, legal requirements, industry regulations, organisational policies and professional codes.
- 7 Taking and implementing difficult and/or unpopular decisions, if necessary.
- 8 Acting within the limits of your authority.
- 9 Showing integrity, fairness and consistency in decision making.

Unit 415 Recruit, select and keep colleagues (A319)

What you must know and understand

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

General Knowledge and Understanding

- K1 Why it is important to identify and understand why colleagues are leaving and how to do so constructively and sensitively.
- K2 The types of reasons colleagues might give for leaving.
- K3 How to measure staff turnover.
- K4 The causes and effects of high and low staff turnover.
- K5 Measures which can be undertaken to address staff turnover problems.
- K6 How to review the workload in your area in order to identify shortfalls in the number of colleagues and/or the pool of skills, knowledge, understanding and experience.
- K7 Different options for addressing identified shortfalls and their associated advantages and disadvantages.
- K8 What job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them.
- K9 Different stages in the recruitment and selection process and why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved.
- K10 Different recruitment and selection methods and their associated advantages and disadvantages.
- K11 Why it is important to give fair, clear and accurate information on vacancies to potential applicants.
- K12 How to judge whether applicants meet the stated requirements of the vacancy.
- K13 Sources of specialist expertise in relation to recruitment, selection and retention.
- K14 How to take account of equality and diversity issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues.
- K15 How to review the effectiveness of recruitment and selection in your area.

Sector Specific Knowledge and Understanding

- K16 Turnover rates within similar organisations in your sector.
- K17 Recruitment, selection and retention issues and specific initiatives and arrangements within your sector.
- K18 Working culture and practices of your sector.

Knowledge and Understanding Relevant to Your Organisation

- K19 Current people resources available to your area, including skills, knowledge, understanding and experience of colleagues.
- K20 Work requirements in your area.
- K21 Agreed operational plans and changes in your area.
- K22 The staff turnover rate in your area.
- K23 Job descriptions and person specifications for confirmed vacancies.

- K24 Local employment market conditions.
- K25 The organisation's structure, values and culture.
- K26 Employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions.
- K27 Sources of specialist expertise in relation to recruitment, selection and retention used by your organisation.

Unit 416

Provide learning opportunities for colleagues (A321)

Overview

Rationale

This unit is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs. Encouraging colleagues to take responsibility for their own learning is an aspect of this unit as is your role in providing an 'environment', for example, in your team or area of responsibility, in which learning is valued. For the purposes of this unit, 'colleagues' means those people for whom you have line management responsibility.

This unit is taken from the generic standards developed by the Management Standards Centre where it appears as unit D7.

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

Target Group

The unit is recommended for team leaders, first line managers, middle managers and senior managers.

Playworkers taking this unit must show that they know and understand how the Playwork Principles specifically relate to this unit.

Unit 416

Provide learning opportunities for colleagues (A321)

Outcomes

You must:

- 1 Promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised.
- 2 Give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve.
- 3 Work with colleagues to identify and prioritise learning needs based on any gaps between the requirements of their work-roles and their current knowledge, understanding and skills.
- 4 Help colleagues to identify the learning style(s) or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities.
- 5 Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs.
- 6 Discuss and agree, with each colleague, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales.
- 7 Work with colleagues to recognise and make use of un-planned learning opportunities.
- 8 Seek and make use of specialist expertise in relation to identifying and providing learning for colleagues.
- 9 Support colleagues in undertaking learning activities making sure any required resources are made available and making efforts to remove any obstacles to learning.
- 10 Evaluate, in discussion with each colleague, whether the learning activities they have undertaken have achieved the desired outcomes and provide positive feedback on the learning experience.
- 11 Work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes.
- 12 Encourage colleagues to take responsibility for their own learning, including practising and reflecting on what they have learned.

Behaviours

You must show you are consistently:

- 1 Recognising the opportunities presented by the diversity of people.
- 2 Finding practical ways to overcome barriers.
- 3 Making time available to support others.
- 4 Seeking to understand individuals' needs, feelings and motivations and taking an active interest in their concerns.
- 5 Encouraging and supporting others to make the best use of their abilities.
- 6 Recognising the achievements and the success of others.
- 7 Inspiring others with the excitement of learning.
- 8 Confronting performance issues and sorting them out directly with the people involved.

- 9 Saying no to unreasonable requests.
- 10 Showing integrity, fairness and consistency in decision making.

Unit 416 Provide learning opportunities for colleagues (A321)

What you must know and understand

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

General Knowledge and Understanding

- K1 The benefits of learning for individuals and organisations and how to promote these to colleagues
- K2 Ways in which you can develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised
- K3 Why it is important to encourage colleagues to take responsibility for their own learning
- K4 How to provide fair, regular and useful feedback to colleagues on their work performance
- K5 How to identify learning needs based on identified gaps between the requirements of colleagues' work-roles and their current knowledge, understanding and skills
- K6 How to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues
- K7 The range of different learning styles and how to support colleagues in identifying the particular learning style(s) or combination of learning styles which works best for them
- K8 Different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees, substitute staff)
- K9 How/where to identify and obtain information on different learning activities
- K10 Why it is important for colleagues to have a written development plan and what it should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources)
- K11 How to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound)
- K12 Sources of specialist expertise in relation to identifying and providing learning for colleagues
- K13 What type of support colleagues might need to undertake learning activities, the resources needed and the types of obstacles they may face and how they can be resolved
- K14 How to evaluate whether a learning activity has achieved the desired learning objectives
- K15 The importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes
- K16 How to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for colleagues

Sector Specific Knowledge and Understanding

- K17 Sector requirements for the development or maintenance of knowledge, skills and understanding and professional development.
- K18 Learning issues and specific initiatives and arrangements that apply within your field of work
- K19 Working culture and practices in your sector

Knowledge and Understanding Relevant to Your Organisation

- K20 Relevant information on the purpose, objectives and plans of your team or area of responsibility or the wider organisation

- K21 The work roles of colleagues, including the limits of their responsibilities and their personal work objectives
- K22 The current knowledge, understanding and skills of colleagues
- K23 Identified gaps in the knowledge, understanding and skills of colleagues
- K24 Identified learning needs of colleagues
- K25 Learning style(s) or combinations of styles preferred by colleagues
- K26 The written development plans of colleagues
- K27 Sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for colleagues
- K28 Learning activities and resources available in/to your organisation
- K29 Your organisation's policies in relation to equality and diversity
- K30 Your organisation's policies and procedures in relation to learning
- K31 Your organisation's performance appraisal systems

Unit 416 Provide learning opportunities for colleagues (A321)

What we mean by some of the words used in this unit

Colleagues

those people for whom you have line management responsibility

Development plan

an individual plan that shows what the colleague needs to learn and how and when this learning will happen

Learning activities

see learning opportunities

Learning needs

what colleagues need to learn in order to be successful in their current or future responsibilities

Learning opportunities

any activities, structured or unstructured that help people develop in their job role; examples include formal training delivered by yourself or others, coaching and mentoring, work shadowing, work placements, attendance at conferences, personal research etc.

Learning styles

how individuals like to learn; for example, some people prefer 'taught' training or education; others appreciate learning through practical work-based activity

Specialist expertise

for example, trainers

Un-planned learning opportunities

opportunities that may arise naturally in the course of their work or wider life experiences

Unit 417

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

Overview

Rationale

This unit is about ensuring that the work required in your area of responsibility is effectively planned and fairly allocated to individuals and/or teams. It also involves monitoring the progress and quality of the work of individuals and/or teams to ensure that the required level or standard of performance is being met and reviewing and updating plans of work in the light of developments.

The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

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

The unit is divided into two parts. The first part describes what you have to do and how you should behave. The second part describes the knowledge and understanding you must have.

Target Group

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

Playworkers undertaking this unit must show that they know and understand how the Playwork Principles specifically relate to this unit.

Unit 417

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

Outcomes

You must:

- 1 Explore alternative ways of filling vacant posts.
- 2 Confirm the work required in your area of responsibility with your manager and seek clarification, where necessary, on any outstanding points and issues.
- 3 Plan how the work will be undertaken, seeking views from people in your area of responsibility, identifying any priorities or critical activities and making best use of the available resources.
- 4 Ensure that work is allocated to individuals and/or teams on a fair basis taking account of skills, knowledge and understanding, experience and workloads and the opportunity for development.
- 5 Ensure that individuals and/or teams are briefed on allocated work, showing how it fits with the vision and objectives for the area and the overall organisation, and the standard or level of expected performance.
- 6 Encourage individuals and/or team members to ask questions, make suggestions and seek clarification in relation to allocated work.
- 7 Monitor the progress and quality of the work of individuals and/or teams on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.
- 8 Support individuals and/or teams in identifying and dealing with problems and unforeseen events.
- 9 Motivate individual and/or teams to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.
- 10 Monitor your area for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.
- 11 Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with individuals and/or teams.
- 12 Recognise successful completion of significant pieces of work or work activities by individuals and/or teams.
- 13 Use information collected on the performance of individuals and/or teams in any formal appraisals of performance.
- 14 Review and update plans of work for your area, clearly communicating any changes to those affected.

Behaviours

You must show you are consistently:

- 1 Recognising changes in circumstances promptly and adjusting plans and activities accordingly.
- 2 Prioritising objectives and planning work to make best use of time and resources.
- 3 Making time available to support others.
- 4 Taking personal responsibility for making things happen.

- 5 Showing an awareness of your own values, motivations and emotions.
- 6 Showing integrity, fairness and consistency in decision-making.
- 7 Clearly agreeing what is expected of others and holding them to account.
- 8 Seeking to understand people's needs and motivations.
- 9 Taking pride in delivering high quality work.
- 10 Vigilant for possible risks and hazards.
- 11 Encouraging and supporting others to make the best use of their abilities.
- 12 Using a range of leadership styles appropriate to different people and situations.

Unit 417 Allocate and monitor the progress and quality of work in your area of responsibility (A320)

What you must know and understand

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

General Knowledge and Understanding

- K1 How to select and successfully apply different methods for communicating with people across an area of responsibility
- K2 The importance of confirming/clarifying the work required in your area of responsibility with your manager and how to do this effectively
- K3 How to identify and take due account of health and safety issues in the planning, allocation and monitoring of work
- K4 How to produce a plan of work for your area of responsibility, including how to identify any priorities or critical activities and the available resources
- K5 The importance of seeking views from people working in your area and how to take account of their views in producing the plan of work
- K6 Why it is important to allocate work to individuals and/or teams on a fair basis and how to do so effectively
- K7 Why it is important that individuals and/or teams are briefed on allocated work and the standard or level of expected performance and how to do so effectively
- K8 The importance of showing individuals and/or teams how their work fits with the vision and objectives of the area and those of the organisation
- K9 Ways of encouraging individuals and/or teams to ask questions and/or seek clarification in relation to the work which they have been allocated.
- K10 Effective ways of regularly and fairly monitoring the progress and quality of work of individuals and/or teams against the standards or level of expected performance
- K11 How to provide prompt and constructive feedback to individuals and/or teams
- K12 Why it is important to monitor your area for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively
- K13 Why it is important to identify unacceptable or poor performance by individuals and/or teams and how to discuss the cause(s) and agree ways of improving performance with them
- K14 The type of problems and unforeseen events that may occur and how to support individuals and/or teams in dealing with them
- K15 The additional support and/or resources which individuals and/or teams might require to help them complete their work and how to assist in providing this
- K16 How to select and successfully apply different methods for encouraging, motivating and supporting individuals and/or teams to complete the work they have been allocated, improve their performance and for recognising their achievements
- K17 How to log information on the ongoing performance of individuals and/or teams and use this information for formal performance appraisal purposes
- K18 The importance of reviewing and updating plans of work for your area in the light of developments, how to reallocate work and resources and clearly communicate the changes to those affected

Sector Specific Knowledge and Understanding

- K19 Sector requirements for the development or maintenance of knowledge, understanding and skills
- K20 Sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work

Knowledge and Understanding Relevant to Your Organisation

- K21 The individuals and/or teams in your area of responsibility
- K22 The vision and objectives for your area of responsibility
- K23 The vision and objectives of the overall organisation
- K24 The work required in your area of responsibility
- K25 The available resources for undertaking the required work
- K26 The plan of work for your area of responsibility
- K27 The organisation's written health and safety policy statement and associated information and requirements
- K28 Your organisation's policy and procedures in terms of personal development
- K29 Organisational standards or level of expected performance
- K30 Organisational policies and procedures for dealing with poor performance
- K31 Organisational grievance and disciplinary policies and procedures
- K32 Organisational performance appraisal systems

Units Imported from the Management Standards Centre

The following guidance applies to the Evidence requirements of each Unit and should be read in conjunction with the Unit specification.

In order to achieve any unit you must demonstrate that you meet all its requirements. This means all of the stated outcomes and behaviours and every item of knowledge and understanding. Your assessor must be able to observe you in the workplace and/or you must provide **tangible evidence** to your assessor – you should agree with your assessor the balance between observation and other ways of evidencing performance. Please note that **simulation is not** allowed for any unit

To help you identify relevant, tangible, evidence, the Evidence requirements of each Unit list a wide range of possible items of evidence, and show which Outcomes, Behaviours and Knowledge and Understanding these items might be used to evidence.

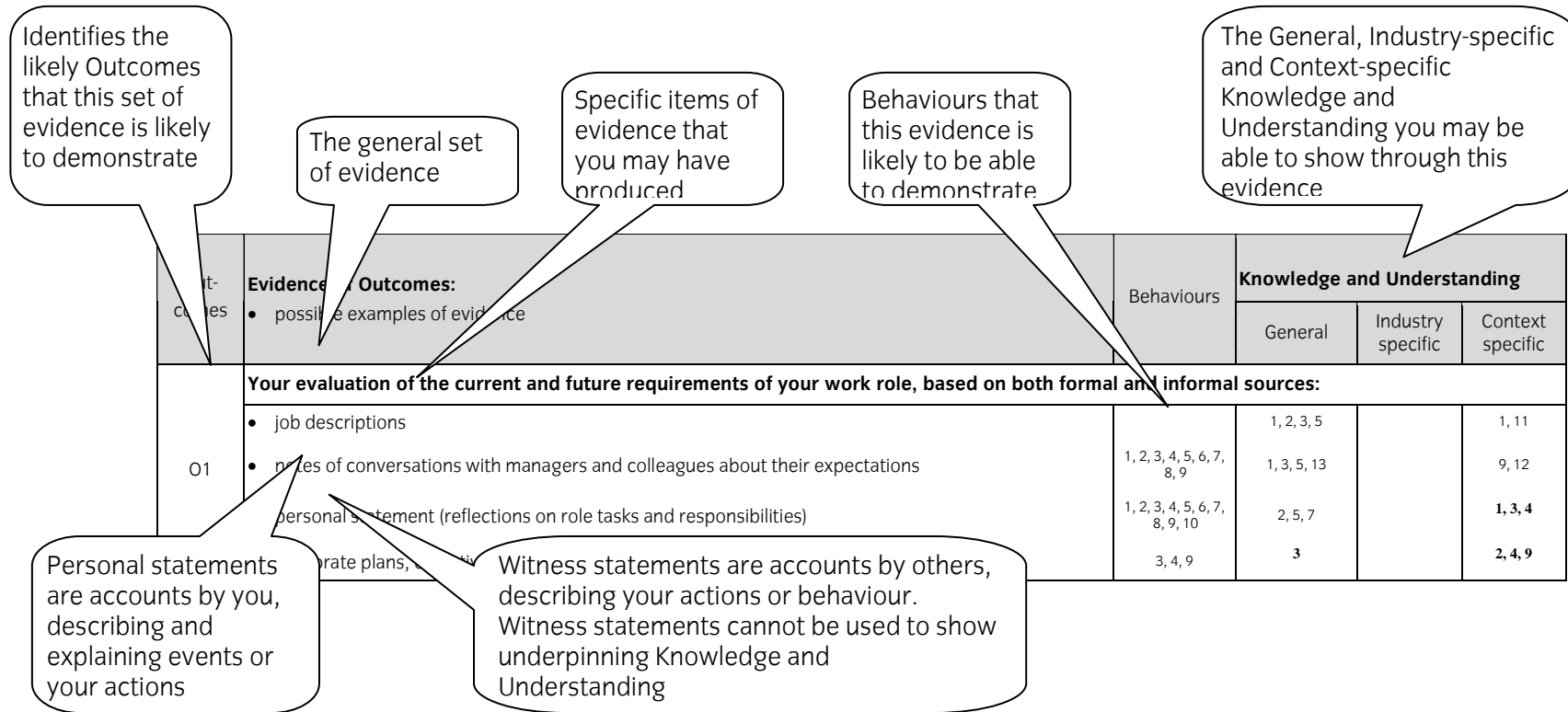
Please note, you are not expected to produce each item of evidence listed – the evidence requirements identify examples of the evidence that you might be able to produce. Similarly, the references to Behaviours and to Knowledge and Understanding suggest what the evidence **may** demonstrate. It is your responsibility to collect appropriate evidence, make sure that it demonstrates the Outcomes required, and show which Behaviours and Knowledge and Understanding are also apparent.

A Personal Statement may accompany the evidence for each Unit. The Evidence requirements identify certain Outcomes where this is more likely to be of value. A Personal statement is not real work evidence, but it can be useful in explaining and reflecting on your behaviour in achieving certain outcomes and why you behaved as you did, thus helping to link evidence of Outcomes to Behaviours and Knowledge and Understanding. Witness statements should be made both by those who report to you and those to whom you report (except if you do not report to anyone – for example, if you own the organisation).

Your assessor must be given sufficient time to become familiar with the evidence. The physical evidence will provide the basis for a dialogue between you and your assessor. This discussion will provide you with an opportunity to show how the physical evidence you have presented covers the outcomes, behaviours and items of knowledge and understanding.

You must appreciate that your assessor may feel that further evidence is required and the discussion could be used to identify the type of further evidence required and where this can be obtained.

What the *Evidence requirements* look like:



A27 Manage a budget (MSC Unit E1)

Evidence requirements

Outcomes	Evidence of Outcomes: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
O1	Documents, spreadsheet printouts and other records relating to a budget you have prepared and managed:				
O2	<ul style="list-style-type: none"> documents, spreadsheet printouts and other records of past budgets, forecasts of future activity, income/revenue and expenditure, costs and prices that you have used to prepare a draft budget 	1, 2	1, 2, 3, 11	1	1, 2, 3, 4, 6
O3					
O4	<ul style="list-style-type: none"> draft budgets, papers to support your draft, and notes, minutes and other records of negotiations with appropriate managers to agree and finalise or to revise your budget 	1, 2, 3, 5, 6	1, 3, 4, 8, 9	1	1, 2, 3, 4, 5, 6
O5					
O6	<ul style="list-style-type: none"> records of activity, income/revenue and/or expenditure, variance analyses and reports you have prepared on budget outturns, and any proposed actions in the light of variances, evidence of fraudulent activity or management requirements to make budget changes 	1, 2, 3, 4, 5, 6, 7	1, 5, 6, 7, 8, 10, 11	1	1, 3, 4, 5, 6, 7, 8
O7					
O8	<ul style="list-style-type: none"> personal statements (reflections on your use of information to construct a budget, negotiate and obtain approval for it, monitor outturns and make any changes needed) 	2, 3, 4, 6, 7	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12	1	1, 2, 3, 4, 5, 6, 7, 8
O9					

A319 Recruit, select and keep colleagues (MSC Unit D3)

Evidence requirements

Outcomes	Evidence of Outcomes: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
Data on staff turnover, records of exit interviews and strategies for retaining staff:					
O1	<ul style="list-style-type: none"> spreadsheets and other records of staff turnover you have compiled and analyses to identify patterns and trends 	2, 4	1, 3, 4	1	4
O2	<ul style="list-style-type: none"> notes or records of formal staff exit interviews and informal feedback form staff leaving the organisation, and summaries or analyses of the information collected reports, proposals, action plans and other records of strategies you have developed for reducing staff turnover 	2, 5 2, 3, 8	1, 2, 3, 4 1, 2, 3, 4, 5	1, 2 1, 2	4 1, 2, 4, 9
Reviews of the workforce in your area of responsibility that you have organised or prepared:					
O3	<ul style="list-style-type: none"> analyses of business and/or operational plans to identify likely future employment requirements (numbers of people, skills levels, employment patterns, etc) reviews of current workforce profile (numbers, skill levels, age, etc) to identify any potential shortfalls in requirements 	2, 3, 6, 9, 10 1, 6, 9	6 6	3 3	1, 2, 3 1, 2, 3
O4	<ul style="list-style-type: none"> notes, emails, memos or other records of discussions with colleagues to identify possible solutions to current or potential workforce requirements reports or proposals you have prepared for addressing current or potential workforce requirements (eg recruitment, transfer or promotion, training, redundancy, early retirement, etc) personal statement (reflection on your role in developing strategies to address current or potential workforce requirements) 	1, 6, 9 1, 3, 6, 7, 9 1, 3, 6	7 7 6, 7	3 3 3	1, 2, 3, 9 1, 2, 3 1, 2, 3
Records of your role in the recruitment and selection of new staff:					
O5	<ul style="list-style-type: none"> notes of discussions about, and copies of, job descriptions and person specifications you have developed 	1, 3, 4, 6, 7	8, 13, 14	2, 3	5
O6	<ul style="list-style-type: none"> notes, emails, memos or other records of discussions about the recruitment and selection process for new staff and your proposals for selection criteria 	1, 4, 6, 8, 9	9, 10, 11, 13, 14	2, 3	6, 8, 9
O7	<ul style="list-style-type: none"> notes of interviews or records of other selection process you have engaged in 	5, 6, 9	10, 12, 14	2, 3	7, 8

O10	<ul style="list-style-type: none"> reports, emails, memos or other records of your evaluation of the recruitment and selection process personal statement (reflection on your role in recruiting and selecting new staff) 	9	13, 14, 15	2, 3	8
O11		1, 3, 9	8, 9, 10, 11, 12, 13, 14, 15	2, 3	6, 7, 8

A320 Allocate and monitor the progress and quality of work in your area of responsibility (MSC Unit D6)

Evidence requirements

Outcomes	Evidence of Outcomes: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
Records of work allocation to people and teams in your area of responsibility:					
O1	<ul style="list-style-type: none"> notes or minutes of meetings with your manager regarding the work required from your team, and any priorities 	1, 2, 4, 9, 10	1, 2, 3, 18	1, 2	1, 2, 3, 4, 5, 7
O2	<ul style="list-style-type: none"> business, operational or production plans or schedules and other documents identifying the work required from your area of responsibility that you have agreed, and any priorities you have identified 	1, 2, 4, 7, 9, 10	1, 2, 3, 18	1, 2	1, 2, 3, 4, 5, 7
O3	<ul style="list-style-type: none"> detailed work plans or schedules, timetables and other plans for individuals' and teams' work activities, tasks, production targets or other ways of defining workloads 	1, 2, 4, 7, 9, 10, 11	3, 4, 5, 6, 18	1, 2	1, 2, 3, 4, 5, 6, 7
O4	<ul style="list-style-type: none"> notes of meetings and briefings to discuss work plans or schedules, timetables and allocate individual and team work activities, tasks, production targets, etc 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	3, 4, 5, 6, 7, 8, 9	1, 2	1, 2, 3, 4, 5, 6, 7
O5	<ul style="list-style-type: none"> personal statements (reflections on the process and reasoning behind work planning and allocation, including work priorities, availability of resources, and the relative abilities and development needs of team members) witness statements (comments on the process of work planning and allocation and perceptions of its fairness, appropriateness and clarity) 	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12	2, 3, 4, 5, 6, 7, 8	1, 2	1, 2, 3, 4, 5, 6, 7
		3, 6, 7, 8, 11, 12	-	-	-
Records of the quality and quantity of the work of people and teams in your area of responsibility:					
O5					
O6	<ul style="list-style-type: none"> records of the monitoring of work output/production for quality, consistency with specifications, etc (eg quality control sampling records, control charts, etc) that you have collected or commissioned 	7, 9, 10	10, 13, 14, 17, 18	1, 2	1, 2, 3, 4, 5, 6, 7, 9
O7					
O8	<ul style="list-style-type: none"> records of individual and team work output or production records, production/operational reports that you have prepared, etc 	1, 7, 9, 10	13, 14, 15, 17, 18	1, 2	1, 2, 3, 4, 5, 6, 7, 9
O9					
O10	<ul style="list-style-type: none"> records of any changes to work plans or schedules that you have initiated 	1, 4, 6, 7, 9, 10, 12	14, 15, 16, 17, 18	1, 2	1, 2, 3, 4, 5, 6, 7, 9

O11	<ul style="list-style-type: none"> notes, reports, recommendations to managers or other records of problems or critical incidents and action you have taken in relation to supplied materials equipment, vehicles or facilities product/service quality health, safety or security customers or team members' work performance (including issues requiring disciplinary action, and training or coaching activity you have organised or undertaken) notes, emails, memos or other records of formal or informal feedback or performance appraisal of team members personal statement (reflections on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services) witness statements (comments on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services) 	1, 4, 5, 6, 7, 9, 10, 12	12, 13, 14, 15, 16, 17, 18	1, 2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
O12		3, 5, 6, 7, 8, 10, 11, 12	10, 11, 12, 13, 14, 15, 16, 17, 18	1, 2	1, 4, 5, 6, 7, 8, 9, 10, 11, 12
O13		1, 3, 5, 6, 10, 11, 12	10, 11, 12, 13, 14, 15, 16, 17, 18	1, 2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
		3, 6, 7, 8, 11, 12	-	-	-

A321 Provide learning opportunities for colleagues (MSC Unit D7)

Evidence requirements

Outcomes	Evidence of Outcomes: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
Identification of development needs, plans to meet development needs and monitoring and review of development activity:					
O1	<ul style="list-style-type: none"> notes, memos, emails or other records of feedback and performance appraisals/reviews, and of discussions or identification of learning and development preferences and needs (including learning styles, personal constraints, learning disabilities and difficulties that affect learning) 	3, 4, 5, 6, 7, 8, 9, 10	1, 4, 5, 6, 7, 8, 12, 16	1, 2, 3	1, 2, 3, 4, 5, 6, 8, 10, 11, 12
O2	<ul style="list-style-type: none"> details of support arrangements inside and outside the organisation (eg a training department's or external supplier's assessment services) that you have identified and arranged for a colleague to access 	2, 3, 4, 5	1, 4, 12, 13, 16	1, 2, 3	5, 6, 8, 9, 10, 11, 12
O3					
O4	<ul style="list-style-type: none"> training and development opportunities (eg coaching, internal and external courses, learning centre/e-learning programmes) that you have identified and enabled colleagues to access to meet agreed learning and development requirements 	1, 2, 3, 4, 5, 7, 9, 10	1, 2, 3, 5, 6, 8, 9, 10, 12, 13, 16	1, 2, 3	3, 4, 5, 6, 7, 8, 9, 10, 11, 12
O5					
O6					
O7	<ul style="list-style-type: none"> copies of development or learning plans you have discussed, agreed, reviewed and revised with colleagues 	3, 4, 5, 7, 10	1, 2, 3, 10, 11	1, 2, 3	4, 5, 6, 7, 9, 10, 11, 12
O8					
O9	<ul style="list-style-type: none"> notes, memos, emails or other records of meeting or discussions you have had with colleagues to review their learning and its effect on their performance 	3, 4, 5, 6, 8, 10	1, 2, 3, 14, 15	1, 2, 3	1, 2, 3, 4, 5, 10, 11, 12
O10					
O11	<ul style="list-style-type: none"> personal statement (your reflections on your role in identifying learning requirements, organisation of development activity and review of its effectiveness in improving or enhancing performance) witness statement (comments on your role in identifying learning requirements, organising development activity and reviewing of its effectiveness in improving or enhancing performance) 	1, 2, 4, 5, 6, 8, 9	2, 3, 4, 5, 6, 7, 8, 10, 13, 14, 15, 16	1, 2, 3	1, 2, 3, 4, 5, 6, 9, 10, 11, 12
O12					
		2, 3, 4, 5, 6, 7, 10	-	-	-

Unit 418

Inclusive play, working with disabled children and young people (PW24)

Overview

Rationale

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

The unit is divided into three parts. The first part describes the two things you have to do. The second part describes the knowledge and understanding you must have. These are:

418.1 Develop and implement inclusive play and practice

418.2 Manage inclusive play

The third part gives some examples and explanations of some words we use in this unit.

Target Group

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

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

Unit 418

Inclusive play, working with disabled children and young people (PW24)

418.1

Develop and implement inclusive play and practice

What you must do

To meet the national standard, you must

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

Unit 418

Inclusive play, working with disabled children and young people (PW24)

418.2

Manage inclusive play

What you must do

To meet the national standard, you must:

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

Unit 418 Inclusive play, working with disabled children and young people (PW24)

What you must know and understand

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

For the whole unit

- K1 How the Playwork Principles specifically relate to this unit.
- K2 How to explore and evaluate your own perception of disability
- K3 Current inclusion theories and practices
- K4 How the social model of disability underpins inclusive Playwork practice
- K5 How to identify good Inclusive Play practice
- K6 How to identify policy and codes of practice that can discriminate against disabled children and their families
- K7 Practices that prevent the participation of disabled children in freely chosen, self directed play.
- K8 What constitutes inclusive guidance and policy making
- K9 The impact of other people's attitudes towards disabled people
- K10 Relevant legislation and how it can help to overcome barriers to the inclusion of disabled children

Unit 418 Inclusive play, working with disabled children and young people (PW24)

What we mean by some of the words used in this unit

Anti-discriminatory practice

Taking positive action to counter discrimination; this will involve identifying and challenging discrimination and being positive in your practice about diversity without compromising the right of individuals to play

Children and young people

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

Disability *

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

Discriminatory practice

Practice that fails to acknowledge an individual's right to participate and exercise equality and freedom of choice.

Impairment

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

Inclusive Practice

Practice is open and accessible to all, and takes positive action in removing disabling barriers, so that disabled and non disabled children and young people can participate

Inclusive provision

Provision that is open and accessible to all, and takes positive action in removing disabling barriers, so that disabled and non disabled people can participate.

Indicators of Discrimination

Recognising practice that excludes individuals from participating and exercising equality and freedom of choice, including attitudes, environmental access, resources and activities.

Integrated provision

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

Segregated Provision

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

Separate Provision

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

Social model of disability

The social model identifies that society is the disabling factor. Lack of physical, environmental and attitudinal access to everyday life excludes disabled people

PW24 Inclusive play, working with disabled children and young people**Evidence of Real Work Activity****What you must do**

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

What you must cover

No requirements for this unit.

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence may be required for 418.2.7

Knowledge and Understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by a professional discussion between the candidate 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; ie. candidates 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 candidate to show that they know and understand how to do something. If the assessor can reasonably infer from observing the candidate 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 Accreditation, national frameworks and qualification level descriptors

Please visit the following websites to find information on accreditation, national frameworks and qualification level descriptors in each country.

Nation	Who to contact	Website
England	The Qualifications and Curriculum Authority	www.qca.org.uk
Scotland	The Scottish Qualifications Authority	www.sqa.org.uk
Wales	The Department for Education, Lifelong Learning and Skills Wales	www.new.wales.gov.uk
Northern Ireland	The Council for Curriculum, Examinations and Assessment	www.ccea.org.uk

Appendix 2 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including

- provision of adequate physical and human resources
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)** (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for the particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds Qualifications -A Guide to Centre and Qualification Approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional / national offices will support new centres and appoint a quality systems consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds Qualifications*.

Approval for global online assessment (GOLA)

In addition to obtaining centre and qualification approval, centres are also required to set up a GOLA profile in order to offer online examinations to candidates. Setting up a GOLA profile is a simple process that need only be completed once by the centre.

Details of how to set up the profile and GOLA technical requirements are available on the City & Guilds website (www.cityandguilds.com/e-assessment). The GOLA section of the website also has details of the GOLA helpline for technical queries and downloads for centres and candidates about GOLA examinations.

Centres should also refer to *providing City & Guilds Qualifications -A Guide to Centre and Qualification Approval* for further information on GOLA.

Appendix 3 Summary of City & Guilds assessment policies

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds Qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds Qualifications*, in the *Online Catalogue*, and is also available from the City & Guilds Customer Relations department.

Access to assessment

Qualifications on the National Qualifications Framework are open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

City & Guilds' *Access to Assessment and Qualifications Guidance and Regulations* document is available on the City & Guilds website. It 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.

Access arrangements are pre-assessment adjustments primarily based on history of need and provision, for instance the provision of a reader for a visually impaired candidate.

Special consideration refers to post-examination adjustments to reflect temporary illness, injury or indisposition at the time of the assessment.

Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Providing City & Guilds Qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

Appendix 4 Funding

City & Guilds does not provide details on funding as this may vary between regions.

Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements.

Nation	Who to contact	For higher level qualifications
England	<p>The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning.</p> <p>Further information on funding is available on the Learning and Skills Council website at www.lsc.gov.uk and, for funding for a specific qualification, on the Learning Aims Database http://providers.lsc.gov.uk/lad.</p>	<p>Contact the Higher Education Funding Council for England at www.hefce.ac.uk.</p>
Scotland	<p>Colleges should contact the Scottish Further Education Funding Council, at www.sfc.co.uk.</p> <p>Training providers should contact Scottish Enterprise at www.scottish-enterprise.com or one of the Local Enterprise Companies.</p>	<p>Contact the Scottish Higher Education Funding Council at www.shefc.ac.uk.</p>
Wales	<p>Centres should contact the Welsh Assembly Government www.learning.wales.gov.uk</p> <p>0845 010 3300 – bilingual greeting, or 0845 010 4400 – Welsh language greeting</p>	<p>Centres should contact the Welsh Assembly Government www.learning.wales.gov.uk</p> <p>0845 010 3300 – bilingual greeting, or 0845 010 4400 – Welsh language greeting</p>
Northern Ireland	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk.</p>	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk.</p>

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