NCFE CACHE

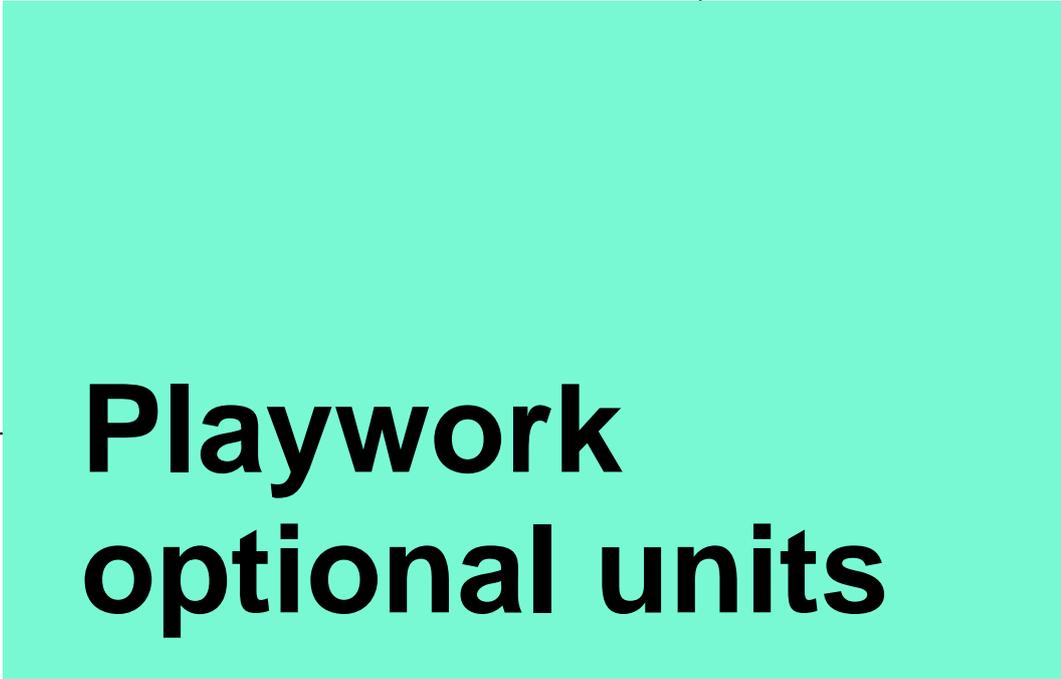## CACHE

Playwork optional units

NCFE CACHE Level 3 Diploma in Playwork (NVQ)
QN: 501/0997/2

Contents

Section 1: Overview

This document is an extension of the Qualification Specification for the NCFE CACHE Level 3 Award in Induction to Playwork, NCFE CACHE Level 3 Certificate in Playwork and the NCFE CACHE Level 3 Diploma in Playwork (NVQ) and contains the optional units for the Level 3 Diploma in Playwork (NVQ). There are no optional units for the NCFE CACHE Level 3 Award in Induction to Playwork or the NCFE CACHE Level 3 Certificate in Playwork.

Generic information covered in the NCFE CACHE Level 3 Award in Induction to Playwork, NCFE CACHE Level 3 Certificate in Playwork and the NCFE CACHE Level 3 Diploma in Playwork (NVQ) Qualification Specification is not repeated in this document.

Section 2: Units

This section includes assessment tasks for tutors' convenience.

They are not mandatory.

Optional Unit Index

Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	hours	Page	Notes
PW3-19	J/602/1834	Work with colleagues in a playwork team	Knowledge /Skills	3	10	65	8	
PW3-20	L/602/1835	Engage with parents, carers and families in a play environment	Knowledge /Skills	3	10	65	17	
PW3-21	R/602/1836	Administer playwork provision	Knowledge /Skills	3	8	60	27	
PW3-22	Y/602/1837	Inclusive play, working with disabled children and young people	Knowledge /Skills	4	11	79	**Error! Boo**	
PW3-23	D/602/1838	Promote own organisation in the community	Knowledge /Skills	3	13	85	41	
PW3-24	H/602/1839	Contribute to evaluating, developing and promoting services	Knowledge /Skills	4	11	85	49	
PW3-25	Y/602/1840	Organise and supervise travel	Knowledge /Skills	3	7	45	57	
PW3-26	D/602/1841	Manage a budget	Knowledge /Skills	3	11	85	66	
PW3-27	H/602/1842	Recruit, select and keep colleagues	Knowledge /Skills	5	12	85	74	

Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	hours	Page	Notes
PW3-28	K/602/1843	Provide learning opportunities for colleagues	Knowledge /Skills	4	11	85	85	
PW3-29	M/602/1844	Allocate and monitor the progress and quality of work in own area of responsibility	Knowledge /Skills	4	14	95	97	
Credit and GLH from the Award, Certificate and Diploma mandatory units					**46**	**347**		
Credit required from optional units					**19**	**139 - 190**		
Total mandatory and optional credit and GLH for the Diploma					**65**	**486 - 537**		

Unit layout

For each unit the following information has been provided:	
Unit title	Provides a clear, concise explanation of the content of the unit.
Organisation unit reference number	The unique number assigned by the owner of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task (set by us)*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

* *Additional information*, *Unit assessment guidance* and *Assessment tasks* may not be provided for all units.

PW3-19: Work with colleagues in a playwork team

Unit reference	J/602/1834	Level	3
Credit value	10	Unit guided learning hours	65
Unit aim	This unit assesses the competence a Playworker needs to work effectively with their colleagues in a playwork team.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Simulation is not allowed.			
1. Be able to contribute to the work of a playwork team.	1.1. Maintain relationships with the following colleagues in a way that helps the team work effectively: • working at same level • line managers • staff responsible to learner.		
	1.2. Carry out duties and responsibilities in a way as agreed with colleagues.		
	1.3. Clarify duties and responsibilities with the relevant colleague.		
	1.4. Respect the roles and responsibilities of others in the team and hand over situations to them when appropriate.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Vary agreed duties and responsibilities in collaboration with relevant colleagues.		
	1.6. Ask for additional support when necessary.		
	1.7. Make positive and realistic suggestions as to how the work of the playwork team can be improved.		
	1.8. Report progress and difficulties to relevant colleagues.		
	1.9. Make contributions to team meetings that assist the work of the team.		
2. Be able to provide support to colleagues in a playwork team.	2.1. Provide comment and constructive criticism to colleagues in a way that identifies good practice and reinforces their self-confidence.		
	2.2. Offer support to colleagues when they need it.		
	2.3. Communicate with colleagues, orally and in writing, making sure they have the information they need.		
	2.4. Demonstrate own support for diversity in relationships with colleagues.		
	2.5. Challenge discrimination and prejudice when working with colleagues.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to respond to conflict in a playwork team.	3.1. Respond to conflict in a way that does not disrupt the work of the playwork team.		
	3.2. Refer conflict that cannot be resolved to the relevant colleague.		
	3.3. Demonstrate willingness to compromise when feasible solutions to conflict are proposed.		
	3.4. Offer effective support to colleagues in conflict in a way that is consistent with organisational procedures.		
	3.5. Provide reports on incidents of conflict as required by organisational procedures.		
4. Understand how to contribute to the work of a playwork team.	4.1. Explain why effective, inclusive team work is important and how it contributes to the quality of provision.		
	4.2. Summarise the responsibilities of own role and the boundaries of own competence.		
	4.3. Explain why it is important to carry out agreed responsibilities and duties and what may happen if you do not do this.		
	4.4. Explain the importance of sorting out any duties or responsibilities which are unclear.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.5. Clarify why responsibilities and duties should only be varied with the agreement of colleagues.		
	4.6. Describe the types of situations in which additional support should be sought from colleagues.		
	4.7. Explain the importance of making suggestions as to how the team's work could be improved.		
	4.8. Explain why it is important to keep the appropriate colleagues up to date and informed of progress.		
	4.9. Explain why it is important for the team to anticipate the needs of users.		
5. Understand how to provide support to colleagues in a playwork team.	5.1. Clarify why it is important to give colleagues constructive criticism.		
	5.2. Explain why it is important for colleagues to receive recognition for their contributions.		
	5.3. Describe the types of situations in which colleagues may need support and how to respond to these.		
	5.4. Explain why it is important to share information, and how to do this effectively.		
	5.5. Clarify why diversity is important in own area of work.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.6. Explain why discrimination and prejudice should be challenged, and how to do so effectively and constructively.		
6. Understand how to respond to conflict in a playwork team.	6.1. Summarise the types of conflict which tend to happen in teams, and how to deal with these.		
	6.2. Explain why it is important not to disrupt the work of the team when conflict occurs.		
	6.3. Summarise the types of conflict which can be dealt with personally and types of conflict which must be referred to others.		
	6.4. Clarify why it is important to compromise when possible.		
	6.5. Describe the types of situations where compromises should not be made.		
	6.6. Summarise different ways to provide support to colleagues involved in conflict.		
	6.7. Explain why it is important to make a prompt and accurate report of conflict in the team.		
	6.8. Summarise organisational procedures for dealing with conflict.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: PW3-19
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SkillsActive Playwork NOS 2010: PW11 Work with colleagues in a team.
Additional unit assessment requirements	This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time. Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Simulation is not allowed. This unit must be assessed in accordance with SkillsActive Evidence Requirements and Assessment Guidance.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Evidence of real work activity** There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis. There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum: - two types of colleagues - three types of suggestions - two types of support - one type of conflict. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Use of Supplementary Evidence

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

Knowledge and Understanding

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

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

Assessment task – PW3-19 Work with colleagues in a playwork team

Your role in the playwork team is important to the welfare of the children and young people in the play environment and the effective operation of the play setting.

Reflect on your own role and produce a document which:

Task 1 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8 and 4.9.

- explains why effective, inclusive team work is important and how it contributes to the quality of provision
- summarises the responsibilities of own role and the boundaries of own competence
- explains why it is important to carry out agreed responsibilities and duties and what may happen if you do not do this
- explains the importance of sorting out any duties or responsibilities which are unclear
- clarifies why responsibilities and duties should only be varied with the agreement of colleagues
- describes the types of situations in which additional support should be sought from colleagues
- explains the importance of making suggestions as to how the team's work could be improved
- explains why it is important to keep the appropriate colleagues up to date and informed of progress
- explains why it is important for the team to anticipate the needs of users

Task 2 links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3, 5.4, 5.5 and 5.6.

- clarifies why it is important to give colleagues constructive criticism
- explains why it is important for colleagues to receive recognition for their contributions
- describes the types of situations in which colleagues may need support and how to respond to these
- explains why it is important to share information and how to do this effectively
- clarifies why diversity is important in own area of work
- explains why discrimination and prejudice should be challenged and how to do so effectively and constructively

Task 3 links to learning outcome 6, assessment criteria 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 and 6.8.

- summarises the types of conflict which tend to happen in teams and how to deal with these
- explains why it is important not to disrupt the work of the team when conflict occurs
- summarises the types of conflict which can be dealt with personally and types of conflict which must be referred to others
- clarifies why it is important to compromise when possible
- describes the types of situations where compromises should not be made
- summarises different ways to provide support to colleagues involved in conflict
- explains why it is important to make a prompt and accurate report of conflict in the team
- summarises organisational procedures for dealing with conflict.

PW3-20: Engage with parents, carers and families in a play environment

Unit reference	L/602/1835	Level	3
Credit value	10	**Unit guided learning hours**	65
Unit aim	This unit assesses the competence a Playworker needs to engage effectively with parents, carers and families in a play environment.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Simulation is only allowed for assessment criteria 1.6 if no naturally-occurring evidence is available.			
1. Be able to develop relationships with parents, carers and families.	1.1. Initiate relationships with parents, carers and families in a way that helps them feel welcome in the play environment.		
	1.2. Establish respectful, open and honest relationships with parents, carers and families.		
	1.3. Respect the wishes of parents, carers and families within the limitations of agreed procedures, values and children's rights.		
	1.4. Respond promptly and positively to complaints and suggestions from parents, carers and families.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Respect confidential information about parents, carers and families as long as the children's welfare is maintained.		
	1.6. Handle any issues or complaints from parents and carers tactfully and in accordance with organisational procedures.		
2. Be able to communicate with parents, carers and families.	2.1. Hold conversations with parents, carers and families at appropriate times.		
	2.2. Summarise and provide clear and accurate information to parents, carers and families.		
	2.3. Confirm that parents, carers and families have understood what was communicated.		
3. Be able to support effective parenting as a Playworker.	3.1. Encourage parents, carers and families to understand the value of play.		
	3.2. Advocate to parents, carers and families the importance and characteristics of freely chosen and personally-directed play.		
	3.3. Share own actions and choices as a Playworker with parents, carers and families giving reasons for own actions.		
	3.4. Listen to parents', carers' and families' concerns.		
	3.5. Discuss transitions with parents, carers and families.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.6. Communicate to parents, carers and families simple reassuring messages and facts about key transitions.		
	3.7. Refer parents, carers and families to sources of information, advice and support from other services, agencies or professionals.		
	3.8. Provide timely, appropriate and succinct information to enable other practitioners or professionals to deliver their support to parents, carers and families.		
4. Understand how to develop relationships with parents, carers and families.	4.1. Explain what open, honest, trusting and respectful relationships with parents, carers and families are, and why they are important.		
	4.2. Clarify the importance of identifying the needs and expectations of parents, carers and families.		
	4.3. Explain how to balance the wishes of parents, carers and families with the agreed procedures and policies of the setting and the rights of the child.		
	4.4. Explain the importance of confidentiality and how to balance the need to respect confidential information about parents, carers and families with the welfare of the child.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.5. Explain how to provide appropriate support and reassurance to parents, carers and families of disabled children, and those with learning difficulties or additional support needs and the types of support that could be provided.		
	4.6. Describe a range of situations that may cause conflict with parents, carers and families and how to deal with these effectively.		
	4.7. Explain own organisation's complaints procedures.		
	4.8. Explain what is meant by a 'shared understanding' with parents, carers and families, and how to achieve this.		
5. Understand how to communicate with parents, carers and families.	5.1. Clarify why clear communication with parents, carers and families is important.		
	5.2. Describe a range of ways of communicating with parents, carers and families, including electronically.		
	5.3. Summarise the potential barriers to communication that parents and carers may experience.		
	5.4. Explain how to communicate with parents and carers who may experience communication difficulties.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.5. Clarify the importance of showing that Playworkers listen to parents and carers and take their views and opinions seriously.		
6. Understand how to support effective parenting as a Playworker.	6.1. Explain the value of parents as 'partners' in the play process.		
	6.2. Define the limits of confidentiality in relation to children and young people - what should and should not be shared with parents and carers.		
	6.3. Explain key role of parents and carers in safeguarding and promoting children and young people's welfare.		
	6.4. Summarise the factors that can affect parenting and increase the risk of abuse.		
	6.5. Explain different transitions and their potential impact for children and young people.		
	6.6. Explain when to refer parents and carers to further sources of information, advice, support or guidance.		
	6.7. Describe where education and support services are available to parents and carers locally.		
	6.8. Clarify the importance of regular and ongoing contact with parents and carers.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: PW3-20
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SkillsActive Playwork NOS 2010: PW14 Engage with parents and carers in the play environment.
Additional unit assessment requirements	This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time. Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Simulation is only allowed for assessment criteria 1.6 if no naturally-occurring evidence is available. This unit must be assessed in accordance with SkillsActive Evidence Requirements and Assessment Guidance.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Evidence of real work activity** There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis. There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum: • three types of information. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below). **Simulation** Simulation is only allowed for AC 1.6 if there is no

naturally-occurring evidence.

Use of Supplementary Evidence

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

Knowledge and Understanding

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

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

Assessment task – PW3-20 Engage with parents, carers and families in a play environment

An important part of the Playworker's role is to be able to communicate effectively. One aspect of this is to engage parents, carers and families in the play environment.

To show your understanding of this, develop an information pack for staff and volunteers which:

Task 1 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 and 4.8.

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

Task 2 links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3, 5.4 and 5.5.

- clarifies why clear communication with parents, carers and families is important
- describes a range of ways of communicating with parents, carers and families, including electronically
- summarises the potential barriers to communication that parents and carers may experience
- explains how to communicate with parents and carers who may experience communication difficulties
- clarifies the importance of showing that Playworkers listen to parents and carers and take their views and opinions seriously

Task 3 links to learning outcome 6, assessment criteria 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8 and 6.9.

- explains the value of parents as 'partners' in the play process
- defines the limits of confidentiality in relation to children and young people - what should and should not be shared with parents and carers
- explains key role of parents and carers in safeguarding and promoting children and young people's welfare
- summarises the factors that can affect parenting and increase the risk of abuse
- explains different transitions and their potential impact for children and young people
- explains when to refer parents and carers to further sources of information, advice, support or guidance
- describes where education and support services are available to parents and carers locally
- clarifies the importance of regular and ongoing contact with parents and carers
- explains the valuable input of parents and carers in relation to multi-agency working.

PW3-21: Administer playwork provision

Unit reference	R/602/1836	Level	3	
Credit value	8	Unit guided learning hours	60	
Unit aim	This unit assesses the competence a Playworker needs to administer access procedures to a play environment and maintain key information.			

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1 and 2 must be assessed in a real work environment. Simulation is not allowed.			
1. Be able to implement access procedures.	1.1. Answer the enquiries about the access of children and young people promptly and courteously following organisational procedures.		
	1.2. Collect the necessary information about the children, young people and their families.		
	1.3. Record information about children, young people and their families.		
	1.4. Pass the information on to the responsible colleague following organisational procedures.		
	1.5. Provide information to enquirers about future access conditions.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.6. Ensure that access procedures are followed.		
2. Be able to record key information.	2.1. Make sure information in own area of responsibility is complete, legible and up-to-date.		
	2.2. Store information securely but in a way which allows it to be quickly found and retrieved.		
	2.3. Restrict access to information according to the agreements on confidentiality and organisational and legal requirements.		
	2.4. Provide information to authorised people and agencies when necessary.		
3. Understand how to implement access procedures.	3.1. Clarify why it is important to implement access procedures correctly.		
	3.2. Explain the requirements of disability and equal opportunities legislation in regard to access.		
	3.3. Summarise the provisions of the Children Act in relation to play provision and record keeping.		
	3.4. Explain why it is important to deal with enquiries promptly and courteously.		
	3.5. Describe the types of enquiry which are likely to be made, and how to deal with these.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.6. Summarise the information which needs to be collected about children and their families, and why.		
	3.7. Explain why it is important to record information clearly and fully.		
	3.8. Summarise the organisational procedures for processing and communicating information about children, young people and their families.		
4. Understand how to record key information.	4.1. Clarify why it is important to keep records complete, legible and up-to-date.		
	4.2. Clarify why it is important to store records securely but in a way which enables them to be found quickly.		
	4.3. Describe different methods of organising and storing records.		
	4.4. Summarise the requirements of data protection legislation and why it is important to maintain confidentiality.		
	4.5. Explain the organisational requirements covering confidentiality.		
	4.6. Summarise the types of information which may need to be passed on to authorised people in the organisation and why requests should be dealt with promptly.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: PW3-21
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SkillsActive Playwork NOS 2010: PW15 Administer playwork provision.
Additional unit assessment requirements	This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time. Learning outcomes 1 and 2 must be assessed in a real work environment. Simulation is not allowed. This unit must be assessed in accordance with SkillsActive Evidence Requirements and Assessment Guidance.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Evidence of real work activity** There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis.

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

- eight types of information.

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

Use of Supplementary Evidence

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

Knowledge and Understanding

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

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

Assessment task – PW3-21 Administer play provision

It is important to ensure that the children, young people, carers and staff receive the best service from your play provision. You need to be able to maintain records and carry out the administration tasks in relation to all aspects of procedure and regulations.

To ensure that your staff and volunteers are aware of these requirements, develop an information pack which:

Task links to learning outcomes 3 and 4, assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6.

- clarifies why it is important to implement access procedures correctly
- explains the requirements of disability and equal opportunities legislation in regard to access
- summarises the provisions of the Children Act in relation to play provision and record keeping
- explains why it is important to deal with enquiries promptly and courteously
- describes the types of enquiry which are likely to be made and how to deal with these
- summarises the information which needs to be collected about children and their families and why
- explains why it is important to record information clearly and fully
- summarises the organisational procedures for processing and communicating information about children, young people and their families
- clarifies why it is important to keep records complete, legible and up-to-date
- clarifies why it is important to store records securely but in a way which enables them to be found quickly
- describes different methods of organising and storing records
- summarises the requirements of data protection legislation and why it is important to maintain confidentiality
- explains the organisational requirements covering confidentiality
- summarises 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.

PW3-22 Inclusive play, working with disabled children and young people

Unit reference	Y/602/1837	Level	4
Credit value	11	Unit guided learning hours	79
Unit aim	This unit assesses the competence a Playworker needs to develop and implement inclusive practice and manage inclusive play in work with disabled children and young people		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3 and 4 must be assessed in a real work environment. Simulation is not allowed.			
1. Be able to develop inclusive play practice.	1.1. Contribute to developing, reviewing and maintaining inclusive policies, procedures and guidelines with: • staff • parents/carers • children.		
	1.2. Use appropriate consultation formats to consult with: • staff • parents/carers • children • other consultees.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.3. Enable staff to reflect on their inclusive practice.		
	1.4. Enable staff to share good practice in relation to inclusion.		
	1.5. Ensure disabled children's views are taken into account.		
2. Be able to implement inclusive play practice.	2.1. Implement inclusive staff recruitment policies and procedures.		
	2.2. Implement inclusive admissions policies and procedures.		
	2.3. Implement appropriate practice in relation to personal assistance and intimate care.		
	2.4. Contribute to implementing legislation and government policy on inclusive practice.		
3. Be able to help develop an environment which supports inclusive play.	3.1. Provide positive images of disabled children and adults in the play setting.		
	3.2. Use a variety of methods to challenge discriminatory attitudes and behaviour with children, young people and adults.		
	3.3. Ensure resources and environmental access meet the needs of disabled children within a legislative framework.		
	3.4. Access relevant resources, including funding, to support the inclusion of disabled children.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.5. Monitor and evaluate own contribution in relation to disabled children's rights within the setting.		
4. Be able to manage inclusive play.	4.1. Support play around the interests and abilities of individual children.		
	4.2. Respond appropriately to the individual needs of children.		
	4.3. Use appropriate language and terminology that supports the Social Model of Disability.		
	4.4. Manage the service to offer both disabled and non-disabled children the same right to play.		
5. Understand the relevance of individual attitudes in relation to disabled people.	5.1. Describe the impact of other people's attitudes towards disabled people.		
	5.2. Explain how to explore and evaluate own perception of disability.		
6. Understand the current legal and theoretical framework for inclusion.	6.1. Outline current inclusion theories.		
	6.2. Explain how the Social Model of Disability underpins inclusive playwork practice.		
	6.3. Outline relevant legislation and the way it helps to overcome barriers to the inclusion of disabled children.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
7. Understand how to differentiate between effective and ineffective practice.	7.1. Describe up-to-date inclusion practices.		
	7.2. Explain how to identify good inclusive play practice.		
	7.3. Explain what constitutes inclusive guidance and policy making.		
	7.4. Identify policy and codes of practice that can discriminate against disabled children and their families.		
	7.5. Describe practices that prevent the participation of disabled children in freely chosen, self-directed play.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: PW 3.22
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SkillsActive Playwork NOS 2010: PW24 Inclusive play, working with disabled children and young people.
Additional unit assessment requirements	This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time. Learning outcomes 1, 2, 3 and 4 must be assessed in a real work environment. Simulation is not allowed. This unit must be assessed in accordance with SkillsActive Evidence Requirements and Assessment Guidance.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Evidence of real work activity** There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis. **Use of Supplementary Evidence** Supplementary evidence may be gathered through professional discussion, projects or case studies, (but if naturally-occurring evidence is available, this is obviously preferred). **Knowledge and Understanding** There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their

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

Assessment task – PW3-22 Inclusive play, working with disabled children and young people

The Council for Disabled Children (www.ncb.org.uk/cdc/home.aspx) states that:

- disabled children and young people should enjoy the same rights and opportunities as other children and young people
- all disabled children and young people communicate and have a right to have their views heard
- the views of disabled children, young people and their families are vital to the development of an inclusive society
- all disabled children and young people should be fully included in every aspect of society.

This unit gives you the opportunity to show your understanding of the role of the play worker in ensuring that the child or young person with a disability has opportunities and access to all the provisions that are on offer.

To show your understanding, provide information which:

Task 1 links to learning outcome 5, assessment criteria 5.1 and 5.2.

- describes the impact of other people's attitudes towards disabled people
- explains how to explore and evaluate own perception of disability

Task 2 links to learning outcome 6, assessment criteria 6.1, 6.2 and 6.3.

- outlines current inclusion theories
- explains how the Social Model of Disability underpins inclusive playwork practice
- outlines relevant legislation and the way it helps to overcome barriers to the inclusion of disabled children

Task 3 links to learning outcome 7, assessment criteria 7.1, 7.2, 7.3, 7.4 and 7.5.

- describes up-to-date inclusion practices
- explains how to identify good inclusive play practice
- explains what constitutes inclusive guidance and policy making
- identifies policy and codes of practice that can discriminate against disabled children and their families
- describes practices that prevent the participation of disabled children in freely chosen, self-directed play.

PW3-23: Promote own organisation in the community

Unit reference	D/602/1838	Level	3
Credit value	13	**Unit guided learning hours**	85
Unit aim	This unit assesses the competence a Playworker needs to promote their organisation in the community.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Simulation is not allowed.			
1. Be able to identify opportunities for promotion.	1.1. Identify suitable opportunities to promote their work/organisation to the following people in the local community: • children and young people • parents and carers • organisations • workers in other disciplines • individuals in the community • children and young people who experience barriers to access.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to promote their organisation.	2.1. Communicate the following aspects of their organisations work: • purpose • values • methods • benefits for the wider community.		
	2.2. Communicate organisational information through the following means: • spoken • written • visual images.		
	2.3. Present information in a language and style which is appropriate to the people involved.		
	2.4. Promote the work of the organisation in a way which is consistent with organisational policies and practices.		
3. Be able to establish working relationships with other relevant organisations.	3.1. Identify other organisations and individuals with whom it would be productive to work.		
	3.2. Establish contact with relevant individuals in other organisations.		
	3.3. Deal with approaches from other organisations positively and co-operatively.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.4. Agree methods for exchanging information and maintaining future contact.		
	3.5. Exchange relevant information with other organisations and individuals when it is of benefit to those involved.		
4. Understand how to develop links with relevant organisations and individuals.	4.1. Explain the importance of networking.		
	4.2. List a range of organisations and types of individuals with whom it would be productive to work.		
	4.3. Describe the mutual benefits that could arise from joint working, and how these could be explored.		
	4.4. Describe the factors which are important to establishing and maintaining effective working relationships with other organisations and individuals.		
	4.5. Explain the importance of responding positively and co-operatively to other organisations and individuals.		
5. Understand how to promote the organisation.	5.1. Explain why it is important to widely promote own work and its values, purpose and methods.		
	5.2. Explain the importance of reaching sections of the community that traditionally experience barriers to inclusion, including disabled children.		

	5.3. Describe the benefits of own work to the community and how these benefits can be emphasised.		
	5.4. Summarise the organisational policies and practices which need to be kept in mind when promoting playwork, including those for inclusion.		
6. Understand how to vary work practices according to the different individuals and/or organisations they are working with.	6.1. Explain how to alter practice in relation to establishing working relationships with: • organisations/individuals in the same area of work • organisations/individuals in different areas of work.		
	6.2. Describe how presentations can be tailored to the needs of: • children and young people • parents and carers • organisations • workers in other disciplines • individuals in the community • children and young people who experience barriers to access.		
	6.3. Explain how to promote the organisation's work in a way that addresses other people's preconceptions and views.		
	6.4. Explain why it is important to obtain feedback on organisational initiatives from people in the community.		
	6.5. Explain how to obtain feedback from the different groups in the community and what to do with such feedback.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: PW3-23
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SkillsActive Playwork NOS 2010: B226 Promote your organisation in the community.
Additional unit assessment requirements	This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time. Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Simulation is not allowed. This unit must be assessed in accordance with SkillsActive Evidence Requirements and Assessment Guidance.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Evidence of real work activity** There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis. There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum: • four types of people • two types of information • one type of organisation • one type of individual. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Use of Supplementary Evidence

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

Knowledge and Understanding

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

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

Assessment task – PW3-23 Promote own organisation in the community

Proactively promoting your Playwork environment needs to be viewed in relation to your locality and the client groups and organisations within your community.

To ensure that you can carry out this role, develop a reference pack which can be used within your play setting which shows that you can:

Task 1 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3, 4.4 and 4.5.

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

Task 2 links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3 and 5.4.

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

Task 3 links to learning outcome 6, assessment criteria 6.1, 6.2, 6.3, 6.4 and 6.5.

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

PW3-24: Contribute to evaluating, developing and promoting services

Unit reference	H/602/1839	Level	4
Credit value	11	Unit guided learning hours	85
Unit aim	This unit assesses the competence a Playworker needs to contribute to evaluating, developing and promoting services.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Simulation is not allowed.			
1. Be able to contribute to the evaluation of service provision.	1.1. Use appropriate methods of evaluation for assessing service provision: • quantitative methods • qualitative methods.		
	1.2. Discuss and agree evaluation methods with the responsible members of staff.		
	1.3. Undertake evaluation procedures to: • collect information • record information • analyse information • store information.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.4. Convey evaluation results to relevant colleagues.		
	1.5. Make recommendations and agree changes based on the results of their evaluation.		
2. Be able to develop and improve services.	2.1. Consult on possible improvements to services with relevant colleagues.		
	2.2. Work with appropriate individuals to develop a specification and plan for agreed improvements.		
	2.3. Obtain feedback and test the desirability of adjustment plans with representative groups and individuals.		
	2.4. Agree a full implementation plan with the responsible colleague.		
3. Be able to contribute to the promotion of services.	3.1. Assist in the development and implementation of the following promotional methods: • leaflet distribution • media features • visits • events • incentive schemes.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Make suggestions for promotional methods which are consistent with: • agreed target groups • available resources • legal requirements.		
	3.3. Discuss and agree methods with responsible colleagues.		
	3.4. Develop and agree with the responsible colleague: • promotional materials • promotion methods.		
	3.5. Implement promotional methods in line with agreement.		
4. Understand how to carry out evaluations.	4.1. Explain how to develop evaluation methods and identify appropriate evaluation criteria.		
	4.2. Explain the importance of implementing methods in line with the agreed strategy.		
	4.3. Explain how evaluations should be collated, analysed, reported on and stored.		
5. Understand how to make improvements to services.	5.1. Explain how to make suggestions for improvements which are clear, logical and based on research findings.		
	5.2. Summarise the organisational procedures for suggesting improvements to services.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Describe the consultations that may need to take place in relation to different types of improvements.		
	5.4. Specify the following that should be taken account of in the development of services: • needs • available resources • legal requirements (including those covering Disability and Equal Opportunities) • organisational policies.		
	5.5. Explain how to develop specifications and plans for services.		
	5.6. Explain how to test changes to services and the importance of doing so.		
	5.7. Outline the importance of trying to continuously improve service provision.		
	5.8. Explain the difference between developing and improving existing services, and developing and improving new services.		
6. Know which individuals in the organisation to work with in relation to different activities.	6.1. Identify the responsible member of staff with whom evaluation procedures should be agreed.		
	6.2. List the range of other people that may need to be involved in the development of services.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.3. Outline the different ways it might be necessary to work with the following list of appropriate individuals to develop a specification and plan for agreed improvements: • current users of services • potential new users of services • users who experience barriers to access • colleagues.		
	6.4. Identify the responsible member of staff to discuss and agree the promotional strategy with.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: PW 3.24
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SkillsActive Playwork NOS 2010: B227 Contribute to evaluating, developing and promoting services.
Additional unit assessment requirements	This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time. Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Simulation is not allowed. This unit must be assessed in accordance with SkillsActive Evidence Requirements and Assessment Guidance.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time. Learning outcomes 1, 2 and 3 must be assessed in a real work environment by a qualified and occupationally expert assessor. (e.g. A1 equivalent). Simulation is not allowed. This unit must be assessed in accordance with SkillsActive Playwork assessment strategy. **Evidence of real work activity** There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis. There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum: • both types of evaluation methods • one type of services

	- all types of appropriate individuals - three types of promotional methods. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below). **Use of Supplementary Evidence** Supplementary evidence may be gathered through professional discussion, projects or case studies, (but if naturally-occurring evidence is available, this is obviously preferred). **Knowledge and Understanding** There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice. Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

Assessment task – PW3-24 Contribute to evaluating, developing and promoting services

Promoting Playwork services is an important aspect of the play setting. One of the roles of a Playworker is to be part of a continual evaluation and development process in this area.

To ensure that all staff and volunteers have full and clear information available to them you have been asked develop an information folder which:

Task 1 links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

- explains how to develop evaluation methods and identify appropriate evaluation criteria
- explains the importance of implementing methods in line with the agreed strategy
- explains how evaluations should be collated, analysed, reported on and stored

Task 2 links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 and 5.8.

- explains how to make suggestions for improvements which are clear, logical and based on research findings
- summarises the organisational procedures for suggesting improvements to services
- describes the consultations that may need to take place in relation to different types of improvements
- specifies the following that should be taken account of in the development of services:
    - needs
    - available resources
    - legal requirements (including those covering Disability and Equal Opportunities)
    - organisational policies
- explains how to develop specifications and plans for services
- explains how to test changes to services and the importance of doing so
- outlines the importance of trying to continuously improve service provision
- explains the difference between developing and improving:
    - existing services
    - new services

Task 3 links to learning outcome 6, assessment criteria 6.2, 6.2, 6.3 and 6.4.

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

PW3-25: Organise and supervise travel

Unit reference	Y/602/1840	Level	3
Credit value	7	**Unit guided learning hours**	45
Unit aim	This unit assesses the competence a worker needs to organise and supervise travel.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Simulation is not allowed.			
1. Be able to organise travel arrangements.	1.1. Make the following types of arrangements: • method of transport • route • departure and arrival times • stages in the journey • food and drink • comfort and hygiene • overnight accommodation • supervision and support • transport and equipment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.2. Plan travel arrangements that: • are appropriate to the requirements of the journey • are appropriate to the needs of the participants • balance efficiency, cost - effectiveness, comfort and concern for the environment • are safe • take account of the likely conditions during the journey.		
	1.3. Provide participants and members of staff with clear, correct and up-to-date information about the travel arrangements.		
	1.4. Provide information relating to travel arrangements in good time.		
	1.5. Ensure participants and staff are fully prepared for the journey.		
	1.6. Plan for likely contingencies.		
2. Be able to supervise journeys.	2.1. Provide supervision for journeys which are: • self-powered • in an organisation / hired vehicle • by public transport.		
	2.2. Take reasonable action to ensure the timely departure and arrival of participants.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Maintain the safety of participants during the journey.		
	2.4. Ensure equipment, belongings and travel documents are handled and stored in a way which maintains their safety and security.		
	2.5. Deal with difficulties which arise in a way which maintains the safety, security, comfort and goodwill of participants.		
3. Be able to follow legal and organisational requirements relating to travel.	3.1. Follow relevant organisational and legal requirements for the journey.		
	3.2. Keep required records accurate and up-to-date.		
	3.3. Take reasonable action to ensure that vehicles and attachments being used for journeys conform to organisational and legal requirements.		
4. Understand how to organise travel arrangements.	4.1. Outline the major factors to bear in mind when organising travel.		
	4.2. Describe the travel arrangements appropriate to the range of participants, journeys and types of programmes related to their work.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Describe the different types of arrangements and resources that may be required for: • adults • children and young people • people with specific needs for travel.		
	4.4. Describe the measures that should be taken to ensure the timely departure and arrival of participants.		
	4.5. Explain how conditions can affect travel and the importance of taking account of variations in condition.		
	4.6. Explain the importance of providing participants and other relevant individuals with up-to-date, accurate and timely travel information.		
	4.7. Describe the range of contingency arrangements which are likely to be needed for journeys and how to make these plans.		
5. Understand the organisational and legislative requirements for travel.	5.1. Describe the preparations which participants and members of staff would have to make for journeys.		
	5.2. Summarise the organisational and legal requirements which govern the organisation of travel for participants.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Outline organisational and legal requirements for the condition and control of vehicles.		
	5.4. Summarise guidelines and good practice in relation to the parking of vehicles.		
	5.5. Outline the records which need to be kept in relation to travel and the importance of maintaining these.		
6. Understand supervisory responsibilities required during journeys.	6.1. Explain the importance of ensuring the safety and welfare of participants during the journey and how to do this.		
	6.2. Describe the types of behaviour which should be discouraged during different types of journeys.		
	6.3. Describe the steps which can be taken to manage and discourage undesirable behaviour during journeys.		
	6.4. Outline the main differences between carrying out supervisory responsibilities for: • adults • children and young people • people with specific needs for travel.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.5. Describe the measures that should be taken to ensure the safety and security of: • equipment • belongings • travel documents.		
	6.6. Outline safe handling and storage techniques.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: PW3-25
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SkillsActive Playwork NOS 2010: B228 Organise and supervise travel.
Additional unit assessment requirements	This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time. Learning outcomes 1, 2 and 3 must be assessed in a real work environment by a qualified and occupationally expert assessor (e.g. A1 equivalent). Simulation is not allowed. This unit must be assessed in accordance with SkillsActive Evidence Requirements and Assessment Guidance.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Evidence of real work activity** There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis. There must also be evidence that the learner's work has met the requirements listed in 'assessment criteria'. This must include as a minimum: - six types of travel arrangements - two types of journeys - two types of participants. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Use of Supplementary Evidence

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

Knowledge and Understanding

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

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

Assessment task – PW3-25 Organise and supervise travel

In your role as a Playworker you may be required to organise and take responsibility for children and young people's travel.

To show that you clearly understand the responsibilities and the documentation that is required for this role, develop an information folder which:

Task 1 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 and 4.7.

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

Task 2 links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3, 5.4 and 5.5.

- describes the preparations which participants and members of staff would have to make for journeys
- summarises the organisational and legal requirements which govern the organisation of travel for participants
- outlines organisational and legal requirements for the condition and control of vehicles
- summarises guidelines and good practice in relation to the parking of vehicles
- outlines the records which need to be kept in relation to travel and the importance of maintaining these

Task 3 links to learning outcome 6, assessment criteria 6.1, 6.2, 6.3, 6.4, 6.5 and 6.6.

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

PW3-26: Manage a budget

Unit reference	D/602/1841	Level	3
Credit value	11	Unit guided learning hours	85
Unit aim	This unit assesses the competence a manager needs to prepare and, if necessary, revise budgets and control financial performance against a budget.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Simulation is not allowed.			
1. Be able to prepare a budget.	1.1. Evaluate available information to prepare a realistic budget for own area of responsibility.		
	1.2. Consult with other relevant people in the organisation to prepare a realistic budget for own area of responsibility.		
	1.3. Submit a proposed budget to the relevant people in the organisation for approval.		
	1.4. Negotiate a proposed budget with the relevant people in the organisation.		
2. Be able to monitor financial performance against a budget.	2.1. Use an agreed budget to monitor and control performance for own area of responsibility.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Identify the causes of significant variances between what was budgeted and actual income and expenditure.		
	2.3. Take corrective action with the agreement of relevant people in the organisation.		
	2.4. Gather information from the implementation of the budget to assist in the preparation of future budgets.		
	2.5. Provide ongoing information on financial performance against the budget to relevant people in the organisation.		
	2.6. Advise relevant people in the organisation if there is evidence of potentially fraudulent activity in relation to the budget.		
3. Be able to revise a budget.	3.1. Propose revisions to a budget in response to variances or significant or unforeseen developments.		
	3.2. Agree revisions to a budget with relevant people in the organisation.		
4. Understand the context for budgetary control in own organisation.	4.1. Explain the purposes of budgetary systems in an organisation.		
	4.2. Describe the area of responsibility to which own budget applies.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Summarise the factors, processes and trends that affect the setting of budgets in own area of responsibility.		
	4.4. Explain the vision, objectives and operational plans for own area of responsibility.		
	4.5. Summarise own organisation's guidelines and procedures for: • limits of own authority in relation to budgets • budgeting periods • preparation of budgets • approval of budgets • monitoring of budgets • reporting on financial performance against budgets • degree to which budgets can be varied without approval • revising budgets • procedures to follow when there are suspicions of fraud.		
5. Understand how to prepare budgets.	5.1. Identify sources of available information to prepare a budget.		
	5.2. Explain how to evaluate available information to prepare a budget.		
	5.3. Clarify the importance of consulting with others when preparing a budget.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.4. Summarise the key factors that need to be covered when discussing, negotiating and confirming a budget with the people who control finance in an organisation.		
6. Understand how to monitor financial performance against a budget.	6.1. Explain how to use a budget to monitor and control performance for an area of responsibility.		
	6.2. Describe the main causes of variances that may happen.		
	6.3. Explain how to identify the causes of variances.		
	6.4. Summarise the types of corrective action that can be taken to address budget variances.		
	6.5. Explain the importance of using the implementation of a budget to identify information and lessons for future budget preparation.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: PW3-26
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SkillsActive NOS 2010: A27 Manage a budget.
Additional unit assessment requirements	This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time. Learning outcomes 1, 2 and 3 must be assessed in a real work environment. Simulation is not allowed. This unit must be assessed in accordance with SkillsActive Evidence Requirements and Assessment Guidance.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Evidence of real work activity** There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis. **Use of Supplementary Evidence** Supplementary evidence may be gathered through professional discussion, projects or case studies, (but if naturally-occurring evidence is available, this is obviously preferred). **Knowledge and Understanding** There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their

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

Assessment task – PW3-26 Manage a budget

A budget holder is responsible for the control of income and expenditure within an agreed allocation, and must ensure that day to day monitoring is undertaken effectively.

To show your understanding of the knowledge that underpins budget management, provide information which will:

Task 1 links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3, 4.4 and 4.5.

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

Task 2 links to learning outcome 5, assessment criteria 5.1, 5.2, 5.3 and 5.4.

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

Task 3 links to learning outcome 6, assessment criteria 6.1, 6.2, 6.3, 6.4 and 6.5.

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

PW3-27: Recruit, select and keep colleagues

Unit reference	H/602/1842	Level	5
Credit value	12	Unit guided learning hours	85
Unit aim	This unit assesses the competence a manager needs to recruit, select and retain colleagues.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3 and 4 must be assessed in a real work environment. Simulation is not allowed.			
1. Be able to identify recruitment and selection needs.	1.1. Review on a regular basis the work required in own area of responsibility.		
	1.2. Identify any shortfall in own area of responsibility, including: • the number of colleagues • the pool of knowledge, skills and experience.		
	1.3. Select the most effective options for addressing any shortfall in colleagues or the pool of knowledge, skills and experience.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.4. Develop job descriptions and person specifications for required roles in consultation with others.		
2. Be able to plan a recruitment and selection process.	2.1. Plan the following aspects of the recruitment process in consultation with others: • main stages in the recruitment and selection process • the recruitment and selection methods to be used • timings for the recruitment and selection process • who will be involved in the recruitment and selection process.		
	2.2. Ensure that information on vacancies is fair, clear and accurate before it goes to potential applicants.		
	2.3. Seek and make use of specialist expertise in the recruitment and selection process.		
	2.4. Ensure the criteria for selection are consistent with the requirements of the vacancy.		
3. Be able to contribute to recruitment and selection of people for identified vacancies.	3.1. Take part in the recruitment and selection process as planned.		
	3.2. Ensure the recruitment and selection process is fair, consistent and effective.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Ensure applicants who are offered positions are able to perform effectively and work with their new colleagues.		
	3.4. Evaluate whether the recruitment and selection process has been successful in relation to appointments.		
	3.5. Identify any areas for improvement in the recruitment and selection process.		
4. Be able to contribute to the retention of colleagues.	4.1. Evaluate reasons for colleagues leaving own area of responsibility.		
	4.2. Identify ways of addressing staff turnover problems.		
	4.3. Implement methods of addressing staff turnover problems that are consistent with own level of authority.		
	4.4. Suggest methods of addressing staff turnover problems that are outside own level of authority to the relevant colleagues.		
5. Understand own sector context for recruitment, selection and retention.	5.1. Explain recruitment, selection and retention issues in own sector, including working practices and culture.		
	5.2. Explain specific initiatives relating to recruitment, selection and retention in own sector.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
6. Understand own organisational context for recruitment, selection and retention.	6.1. Describe the current people resources available in own area of responsibility, including their skills, knowledge and experience.		
	6.2. Summarise the work requirements in own area of responsibility.		
	6.3. Summarise the operational plans and changes in own area of responsibility.		
	6.4. Describe the turnover rate in own area of responsibility.		
	6.5. Evaluate local employment market conditions in relation to recruitment, selection and retention.		
	6.6. Explain own organisation's culture, values and structure.		
	6.7. Summarise the policies and practices of own organisation in relation to: • recruitment • selection • induction • dismissal • pay • other terms and condition of employment.		
	6.8. Describe sources of specialist expertise in relation to recruitment, selection and retention used by own organisation.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
7. Understand how to identify recruitment and selection needs.	7.1. Explain how to avoid stereotyping with regard to skills level and work ethics.		
	7.2. Compare the advantages and disadvantages of different options for addressing identified shortfalls in the number of colleagues and the pool of skills, knowledge and experience.		
	7.3. Explain what job descriptions and person specifications should contain.		
	7.4. Explain why it is important to consult with other relevant people when producing job descriptions and person specifications.		
8. Understand how to plan recruitment and selection processes.	8.1. Explain the different stages in the recruitment and selection process.		
	8.2. Clarify why it is important to consult with others when planning recruitment and selection, the methods to be used and the people to involve.		
	8.3. Compare different recruitment and selection methods and their advantages and disadvantages.		
9. Understand how to contribute to the recruitment and selection of people for identified vacancies.	9.1. Clarify why it is important to give fair, clear and accurate information on vacancies to potential applicants.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	9.2. Explain how to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice, when recruiting and selecting people.		
	9.3. Explain how to judge whether applicants meet the stated requirements of a vacancy.		
10. Understand how to contribute to the retention of colleagues.	10.1. Explain why it is important to identify and evaluate why colleagues are leaving an area of work.		
	10.2. Explain how to explore constructively and sensitively the reasons for colleagues leaving an area of work.		
	10.3. Identify the types of reasons colleagues might have for leaving an area of work.		
	10.4. Explain the causes and effects of high and low staff turnover.		
	10.5. Explain measures that can be taken to address staff turnover problems.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: PW3-27
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SkillsActive NOS 2010: A319 Recruit, select and keep colleagues.
Additional unit assessment requirements	This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time. Learning outcomes 1, 2, 3 and 4 must be assessed in a real work environment by a qualified and occupationally expert assessor (e.g. A1 equivalent). Simulation is not allowed. This unit must be assessed in accordance with SkillsActive Evidence Requirements and Assessment Guidance.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Evidence of real work activity** There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis. **Use of Supplementary Evidence** Supplementary evidence may be gathered through professional discussion, projects or case studies, (but if naturally-occurring evidence is available, this is obviously preferred). **Knowledge and Understanding** There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that

| | knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice. |
| | Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item. |

Assessment task – PW3-27 Recruit, select and keep colleagues

To ensure that your play environment has a cohesive team of workers it is important to ensure that your recruitment and selection process is robust.

To support this process prepare a guidance document for your organisation which shows that you can:

Task 1 links to learning outcome 5, assessment criteria 5.1 and 5.2.

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

Task 2 links to learning outcome 6, assessment criteria 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 and 6.8.

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

Task 3 links to learning outcome 7, assessment criteria 7.1, 7.2, 7.3 and 7.4.

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

Task 4 links to learning outcome 8, assessment criteria 8.1, 8.2 and 8.3.

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

Task 5 links to learning outcome 9, assessment criteria 9.1, 9.2 and 9.3.

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

Task 6 links to learning outcome 10, assessment criteria 10.1, 10.2, 10.3, 10.4 and 10.5.

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

PW3-28: Provide learning opportunities for colleagues

Unit reference	K/602/1843	Level	4
Credit value	11	Unit guided learning hours	85
Unit aim	This unit covers the competence that supervisors/team leaders require to help colleagues engage with and benefit from learning and development.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3, 4 and 5 must be assessed in a real work environment. Simulation is not allowed.			
1. Be able to encourage learning and development.	1.1. Promote the benefits of learning to staff members.		
	1.2. Make sure that staff members' willingness and efforts to learn are recognised.		
	1.3. Encourage staff members to take responsibility for their own learning, including practising and reflecting on what they have learned.		
2. Be able to help colleagues identify their learning needs and styles.	2.1. Give staff members fair, regular and useful feedback on their work performance.		
	2.2. Discuss and agree with staff members how they can improve their work.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Work with staff members to identify and prioritise learning needs based on any gaps between the requirements of their work-roles and their current knowledge, understanding and skills.		
	2.4. Help staff members to identify the learning style(s) or combination of styles which work best for them.		
	2.5. Ensure that individual learning styles are taken into account in identifying and undertaking learning activities.		
3. Be able to help colleagues to plan and implement learning and development.	3.1. Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs.		
	3.2. Discuss and agree with staff members a plan for development which includes: • learning activities to be undertaken • the learning objectives to be achieved • the required resources and timescales.		
4. Be able to help colleagues to implement learning opportunities.	4.1. Work with staff members to recognise and make use of unplanned learning opportunities.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Seek and make use of specialist expertise in relation to identifying and providing learning for staff members.		
	4.3. Support staff members in undertaking learning activities.		
	4.4. Make sure any required resources are made available.		
	4.5. Make efforts to remove any obstacles to learning.		
5. Be able to help colleagues to review and update learning and development plans.	5.1. Evaluate, in discussion with each staff member, whether the learning activities they have undertaken have achieved the desired outcomes.		
	5.2. Provide positive feedback on the learning experience.		
	5.3. Work with staff members to update their development plan in the light of performance, any learning activities undertaken and any wider changes.		
6. Understand how to encourage learning and development.	6.1. Identify the benefits of learning for individuals and organisations.		
	6.2. Describe how to promote the benefits of learning to colleagues.		
	6.3. Identify ways to develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.4. Explain why it is important to encourage colleagues to take responsibility for their own learning.		
	6.5. Describe how to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for colleagues.		
7. Understand how to help colleagues identify their learning needs and styles.	7.1. Describe how to provide fair, regular and useful feedback to colleagues on their work performance.		
	7.2. Describe how to identify learning needs based on identified gaps between the requirements of colleagues' work-roles and their current knowledge, understanding and skills.		
	7.3. Describe how to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues.		
	7.4. Identify the range of different learning styles.		
	7.5. Describe how to support colleagues in identifying the particular learning style(s) or combination of learning styles which works best for them.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
8. Understand how to help colleagues to plan learning and development.	8.1. Identify different types of learning activities that may be appropriate for colleagues.		
	8.2. Compare the advantages and disadvantages of different types of appropriate learning activities.		
	8.3. Identify the required resources (for example, time, fees, substitute staff) for different types of learning activities.		
	8.4. Identify how/where to identify and obtain information on different learning activities.		
	8.5. Explain why it is important for colleagues to have a written development plan.		
	8.6. Identify what a learning plan should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources).		
	8.7. Describe how to set learning objectives which are SMART (specific, measurable, achievable, realistic and time-bound).		
9. Understand how to help colleagues to implement learning and development.	9.1. Identify sources of specialist expertise in relation to identifying and providing learning for colleagues.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	9.2. Identify the types of support colleagues might need to undertake learning activities.		
	9.3. Identify the resources needed for colleagues to undertake learning and development.		
	9.4. Identify the types of obstacles colleagues may face when undertaking learning and development.		
	9.5. Describe how obstacles to learning and development can be resolved.		
10. Understand how to help colleagues review and update learning and development plans.	10.1. Describe how to evaluate whether a learning activity has achieved the desired learning objectives.		
	10.2. Explain the importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes.		
11. Understand the sector in which they provide learning opportunities to colleagues.	11.1. Identify the regulations and codes of practice that apply in the industry or sector.		
	11.2. Identify standards of behaviour and performance in the industry or sector.		
	11.3. Describe the working culture of the industry or sector.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
12. Understand the context in which they provide learning opportunities to colleagues.	12.1. Identify relevant information on the purpose, objectives and plans of the team or area of responsibility or the wider organisation.		
	12.2. Identify the work roles of colleagues, including the limits of their responsibilities and their personal work objectives.		
	12.3. Outline the current knowledge, understanding and skills of colleagues.		
	12.4. Outline any identified gaps in the knowledge, understanding and skills of colleagues.		
	12.5. Outline any identified learning needs of colleagues.		
	12.6. Identify learning style(s) or combinations of styles preferred by colleagues.		
	12.7. Identify the written development plans of colleagues.		
	12.8. Identify learning activities and resources available in/to the organisation.		
	12.9. Outline the organisation's policies in relation to equality and diversity.		
	12.10. Outline the organisation's policies and procedures in relation to learning.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	12.11. Outline the organisation's performance appraisal systems.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: PW3-28
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SkillsActive NOS 2010: A321 Provide learning opportunities for colleagues.
Additional unit assessment requirements	This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time. Learning outcomes 1, 2, 3, 4 and 5 must be assessed in a real work environment. Simulation is not allowed. This unit must be assessed in accordance with SkillsActive Evidence Requirements and Assessment Guidance.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Evidence of real work activity** There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis. **Use of Supplementary Evidence** Supplementary evidence may be gathered through professional discussion, projects or case studies, (but if naturally-occurring evidence is available, this is obviously preferred). **Knowledge and Understanding** There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their

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

Assessment task – PW3-28 Provide learning opportunities for colleagues

Supporting continual professional development for all staff and volunteers in the play environment is vital to a thriving organisation.

To facilitate this prepare information that will show that you can:

Task 1 links to learning outcome 6, assessment criteria 6.1, 6.2, 6.3, 6.4 and 6.5.

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

Task 2 links to learning outcome 7, assessment criteria 7.1, 7.2, 7.3, 7.4 and 7.5.

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

Task 3 links to learning outcome 8, assessment criteria 8.1, 8.2, 8.3, 8.4, 8.5, 8.6 and 8.7.

- identify different types of learning activities that may be appropriate for colleagues
- compare the advantages and disadvantages of different types of appropriate learning activities
- identify the required resources (for example, time, fees, substitute staff) for different types of learning activities
- identify how/where to identify and obtain information on different learning activities
- explain why it is important for colleagues to have a written development plan
- identify what a learning plan should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources)
- describe how to set learning objectives which are SMART (specific, measurable, achievable, realistic and time-bound)

Task 4 links to learning outcome 9, assessment criteria 9.1, 9.2, 9.3, 9.4 and 9.5.

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

Task 5 links to learning outcome 10, assessment criteria 10.1 and 10.2.

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

Task 6 links to learning outcome 11, assessment criteria 11.1, 11.2 and 11.3.

- identify the regulations and codes of practice that apply in the industry or sector
- identify standards of behaviour and performance in the industry or sector
- describe the working culture of the industry or sector

Task 7 links to learning outcome 12, assessment criteria 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10 and 12.11.

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

PW3-29: Allocate and monitor the progress and quality of work in own area of responsibility

Unit reference	M/602/1844	Level	4
Credit value	14	Unit guided learning hours	95
Unit aim	This unit assesses the competence a manager needs to plan and allocate work to colleagues and monitor and improve their performance.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3 and 4 must be assessed in a real work environment. Simulation is only allowed for assessment criteria 4.3 if no naturally-occurring evidence is available.			
1. Be able to plan work for colleagues.	1.1. Confirm the work required in own area of responsibility with the relevant people.		
	1.2. Plan how work will be carried out, taking account of: • the views of people in own area of responsibility • any priorities or critical activities • best use of resources.		
	1.3. Ensure the work is allocated to colleagues on a fair basis, taking account of their skills, knowledge, experience, workloads and opportunities for personal development.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.4. Review and update work plans for own area of responsibility.		
	1.5. Communicate changes to those who will be affected.		
2. Be able to brief colleagues on planned work.	2.1. Ensure that colleagues are briefed on allocated work with reference to: • how the work fits with the vision and objectives for the area of work and organisation • the standard of expected performance.		
	2.2. Promote ways of working which maximise the opportunities offered by diversity.		
	2.3. Enable colleagues to ask questions, make suggestions and seek clarification in relation to planned work.		
3. Be able to monitor colleagues' work.	3.1. Monitor the progress and quality of work of colleagues on a regular and fair basis.		
	3.2. Measure the progress and quality of colleagues' work against the standard of expected performance.		
	3.3. Provide colleagues with prompt and constructive feedback on their performance.		
4. Be able to support colleagues in their work.	4.1. Support colleagues in identifying and dealing with problems and unforeseen events.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Motivate colleagues to complete allocated work, providing additional support to help completion.		
	4.3. Address any conflict that arises in a way that supports effective working.		
	4.4. Agree ways of improving colleagues' performance when necessary.		
	4.5. Acknowledge the successful completion of significant pieces of work.		
	4.6. Use information collected on colleagues' performance in formal appraisals of their performance.		
5. Understand own sector context for allocating and monitoring work in own area of responsibility.	5.1. Summarise own sector's requirements for the development and maintenance of knowledge, understanding and skills.		
	5.2. Summarise specific legislation, regulations, guidelines and codes of practice for work in own area of responsibility.		
6. Understand own organisational context for allocating and monitoring work in own area of responsibility.	6.1. Describe the people and other resources available in own area of responsibility.		
	6.2. Summarise the work requirements in own area of responsibility.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.3. Summarise the operational plans in own area of responsibility.		
	6.4. Explain the vision and objectives of own area of work and those of own organisation.		
	6.5. Summarise own organisation's policy and procedures in relation to: • health and safety • people development • standards of performance • dealing with poor performance • grievance and disciplinary issues • performance appraisal.		
7. Understand how to plan work for colleagues.	7.1. Clarify the importance of confirming work required in own area of responsibility.		
	7.2. Explain how to take account of health and safety issues when planning and allocating work.		
	7.3. Clarify the importance of seeking views on planned work from people across own area of responsibility.		
	7.4. Explain how to maximise the opportunities offered by diversity in own area of responsibility.		
	7.5. Clarify the importance of reviewing and updating plans of work in the light of developments.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	7.6. Explain how to reallocate work and resources and communicate changes to those affected.		
8. Understand how to brief colleagues on planned work.	8.1. Explain the importance of briefing colleagues on planned work.		
	8.2. Clarify the importance of showing colleagues how their work fits into the overall vision and objectives of own area of responsibility and those of the organisation.		
	8.3. Compare different ways of enabling colleagues to ask questions and seek clarification when being briefed on planned work.		
9. Understand how to monitor work carried out by colleagues.	9.1. Evaluate the advantages and disadvantages of different ways of monitoring colleagues' work.		
10. Understand how to support colleagues in their work.	10.1. Explain how to provide constructive and prompt feedback to colleagues about their work.		
	10.2. Explain how to take account of diversity and inclusion issues when supporting colleagues to complete allocated work.		
	10.3. Clarify the importance of identifying and addressing poor performance by colleagues.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	10.4. Describe the types of problems and unforeseen events in own area of responsibility for which colleagues may need support.		
	10.5. Describe the types of support and additional resources colleagues may need to complete planned work.		
	10.6. Compare different methods of motivating and supporting colleagues to complete their work and improve their performance.		
	10.7. Explain how to log and make use of information on colleagues' performance when carrying out formal appraisals.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: PW3-29
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	SkillsActive NOS 2010: A320 Allocate and monitor the progress and quality of work in own area of responsibility.
Additional unit assessment requirements	This unit assesses occupational competence. Evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time. Learning outcomes 1, 2, 3 and 4 must be assessed in a real work environment. Simulation is only allowed for assessment criteria 4.3 if no naturally-occurring evidence is available. This unit must be assessed in accordance with SkillsActive Evidence Requirements and Assessment Guidance.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	**Evidence of real work activity** There must be evidence that the learner has met all of the requirements listed under 'the learner will be able to' through their own work. Evidence may be gathered through a combination of methods, for example, observations, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet the requirements on a consistent basis. **Simulation** Simulation is only allowed for Assessment Criteria 4.3 if no naturally-occurring evidence is available. **Use of Supplementary Evidence** Supplementary evidence may be gathered through professional discussion, projects or case studies, (but if naturally-occurring evidence is available, this is obviously preferred). **Knowledge and Understanding** There must be evidence that the learner possesses all of the knowledge and understanding shown for learning outcomes that state 'The learner will understand'. In

	most cases this can be done by a professional discussion between the learner and assessor after an observation or by questioning. Other techniques, such as projects, assignments and/or reflective accounts may also be appropriate. However, the essential thing is that knowledge and understanding must be rooted in practice; i.e. learners give practical examples from their day-to-day work to show their knowledge and understanding in practice. Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If the assessor can reasonably infer from observing the learner at work that they know and understand the required methods and techniques because there is evidence that they have applied them, there is no need for them to be assessed again on this knowledge item.

Assessment task – PW3-29 Allocate and monitor the progress and quality of work in own area of responsibility

Monitoring the quality of the provision and ensuring that staff and volunteers have current information and are using it when working with children and young people is vital. Your role is to manage and implement this process.

Produce documents which show that you can:

Task 1 links to learning outcome 5, assessment criteria 5.1 and 5.2.

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

Task 2 links to learning outcome 6, assessment criteria 6.1, 6.2, 6.3, 6.4 and 6.5.

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

Task 3 links to learning outcome 7, assessment criteria 7.1, 7.2, 7.3, 7.4, 7.5 and 7.6.

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

Task 4 links to learning outcomes 8 and 9, assessment criteria 8.1, 8.2, 8.3 and 9.1.

- explain the importance of briefing colleagues on planned work
- clarify the importance of showing colleagues how their work fits into the overall vision and objectives of own area of responsibility and those of the organisation
- compare different ways of enabling colleagues to ask questions and seek clarification when being briefed on planned work
- evaluate the advantages and disadvantages of different ways of monitoring colleagues' work

Task 5 links to learning outcome 10, assessment criteria 10.1, 10.2, 10.3, 10.4, 10.5, 10.6 and 10.7.

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

Section 3: Documents

Useful documents

This section refers to useful documents that can be found on our website, some of which may assist with the delivery of this qualification.

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on our website