



Qualification specification

**NCFE CACHE Level 5 Diploma in Advanced
Playwork
QN: 601/5370/2**

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Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v5.0	January 2018	Additional wording to the Rules of combination section to provide clarity around at/above minimum number of credits and available units.
v6.0	June 2018	Equal opportunities , Diversity, access and inclusion , Resource requirements and Learning resources sections added. Website links updated to QualHub.
v6.1	April 2019	Safeguarding guidance added.
v6.2	February 2020	Resources section added.
v6.3	June 2022	Further information added to the recommended assessment methods section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the entry requirements/recommendations section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the learning resources section about how to access support handbooks.
v6.4	September 2023	Minor formatting amends throughout. Change to assessment criteria 1.3 wording in unit PW5-06: Develop and implement procedures to safeguard children and young people . Removal of SkillsActive references throughout and outdated national occupational standards (NOS). Updated NOS. Addition of assessment method to qualification summary table.
V6.5	August 2026	Wales has been removed from the qualification title, and references to NOS have been removed, as these will be provided in a separate mapping document.

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain this qualification. It also contains extra information for Tutors and/or Assessors.

How the qualification work

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know substances which are commonly misused.	1.1. List categories of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence-/Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, Knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Making use of our websites

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

The Public Website

Our public website address is www.ncfe.org.uk. The website contains information about all our qualifications, which contains:

- Key Facts
- Qualification Specifications
- Other support materials

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure website, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications website www.ncfe.org.uk.

Section 2: About this qualification

Qualification summary

Title	NCFE CACHE Level 5 Diploma in Advanced Playwork			
Qualification number	601/5370/2			
Aim	This qualification is aimed at those working at a minimum of Level 3 (unsupervised) in a variety of Playwork settings, who wish to develop new skills and progress their career to a higher level within Playwork settings.			
Purpose Ofqual code and description (where applicable)	D. Confirm occupational competence and/or 'licence to practice' D1 Confirm competence in an occupational role to the standards required			
Total Qualification Time (hours)	750			
Guided learning hours	Min	512	Max	612
Credit value	75	Minimum credits at/above Level		38
Minimum age of learner	19			
Real work environment (RWE) requirement/ recommendation	N/A - Learners will already be in employment.			
Rules of combination	To achieve this qualification, learners must achieve 75 credits in total. 38 credits must be achieved at/or above Level 5. The learner must complete the 9 mandatory units and choose one of the Mandatory Optional units based on their chosen pathway. If unit H/502/9168 is chosen, the learner must complete the remaining 12 credits from at least 2 units in either - • Optional Units: Practitioner /or • Optional Units: Practitioner and Manager. If unit J/502/9194 is chosen, the learner must complete the remaining 14 credits from at least 2 units in either – • Optional Units: Manager /or			

	Optional Units: Practitioner and Manager.
Progression including Job Roles (where applicable)	It is anticipated that learners will be able to progress from Advanced Playwork Practitioner to Manager status via this qualification. It is also anticipated that it will provide progression to a Foundation Degree.
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Recommended assessment methods	Portfolio of Evidence Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.
Grading system	Achieved/Not Yet Achieved
How long will it take to complete?	Learners can usually complete this qualification in one year.
Entry requirements/ recommendations	Learners must be at least 19 years old and should be working at a minimum of Level 3 within a Playwork setting. Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.
About this qualification	This is a regulated qualification. The regulated number for this qualification is 601/5370/2. Pathways within this qualification When registering learners for this qualification, centres should use the CACHE qualification number followed by the relevant pathway code, for example (601/5370/2/PRAC). As the chosen pathway will appear on the certificate, it is important that Tutors make clear to learners the specific option they will be registered against. Centres must carefully consider which option they want to register the learner onto, as the registration fee will be applied to each option. The following pathways are available for this qualification: - Practitioner (PRAC) - Manager (MAN). When claiming the learner's certificate, please use the Ofqual unit reference number (eg J/508/4583) to indicate which units the learners have achieved. The units within these qualifications cross over into the various pathways available and therefore do not follow the standard unit numbering of Unit 01, Unit 02 etc.

Explanation of terms used at Level 5: (not all verbs are used in this qualification)

Act (as a role model)	Serve as a model in a particular behavioural or social role for another person to emulate.
Adapt (approaches)	Modify, adjust, make suitable for purpose.
Adhere to	Follow, keep, maintain, respect, abide by, give support to, eg adhere to a strict code of practice.
Analyse	Break the subject or complex situations into separate parts and examine each part in detail, identify the main issues and show how the main ideas are related to practice and why they are important (reference to current research or theory may support the analysis).
Apply (standards)	Explain how existing knowledge, practices, standards etc can be linked to new or different situations.
Ascertain	Find out for certain.
Assess	Estimate and make a judgement.
Compare	Examine the subjects in detail, looking at similarities and differences.
Compare and contrast	Examine the subjects in detail, looking at similarities and differences, and distinguish between (identify) striking differences.
Critically review	Revise, debate and judge the merit of.
Clarify	Explain the information in a clear, concise way, showing depth and understanding.
Critically analyse	This is a development of 'analyse' which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
Critically evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and difference; judge the evidence and discuss the validity of claims from the opposing views and produce a convincing argument to support the conclusion or judgement.
Collaborate (L7)	Work jointly with.
Describe	Provide an extended range of detailed information about the topic or item in a logical way.

Develop	Identify, build and extend a topic, plan or idea.
Distinguish between	Discuss identified differences between more than one item, product, object or activity.
Demonstrate	Apply skills in a practical situation and/or show an understanding of the topic.
Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts (responses could include examples to support the reasons).
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences; judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment; apply current research or theories to support the evaluation when applicable.
Establish (L5 and L6)	Set up on a permanent basis; get generally accepted; place beyond dispute.
Empower	Equip or supply with an ability; enable or permit.
Enable	Supply with the means, knowledge, or opportunity; make able.
Facilitate (L6)	Make easier; assist the progress of.
Formulate (L5, L6 and L7)	Draw together; set forth in a logical way; express in systematic terms or concepts.
Give constructive feedback	Provide commentary which serves to improve or advance; be helpful.
Identify	Ascertain the origin, nature, or definitive characteristics of.
Implement (L5 and L6)	Put into practical effect; carry out.
Investigate	Detailed examination or study; enquire systematically.
Intervene effectively	Change an outcome.
Initiate	Originate/start a process.
Justify	Give a comprehensive explanation of the reasons for actions and/or decisions.
Monitor	Maintain regular surveillance.

Mentor	Serve as a trusted counsellor or teacher to another person; help others succeed.
Negotiate	Discuss with a view to finding an agreed settlement.
Resolve	Solve; settle; explain.
Research (L5 and L6)	A detailed study of a subject to discover new information or reach a new understanding.
Review	Revisit and judge the merit of.
Recognise	Acknowledge the validity of.
Represent views of	Act as an advocate; speak, plead or argue in favour of.
Review and revise	Revisit, judge the merit of, and make recommendations for change.
Reflect on	Consult with oneself, recognising implications of current practice with a view to changing future practice.
Recommend	Revisit and judge the merit of; endorse a proposal or course of action; advocate in favour of.
Summarise	Select the main ideas, argument or facts and present in a precise, concise way.
Signpost	Point the way; indicate.
Support	Strengthen, support or encourage; corroborate; give greater credibility to.
Set objectives (L6)	Identify the outcomes required.
Secure	Make safe; obtain (information or evidence).
Triangulate (L7)	Identify three aspects to ensure validity.
Work in partnership	Work in association with two or more persons (this may include stakeholders, service users and/or carers).

Section 3: Units

Unit achievement log – Level 5 Diploma in Advanced Playwork

Mandatory units

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours	Page	Notes
	A/502/9158	PW4-01	Understand the principles and theories underpinning playwork provision	Knowledge	4	9	60	24	
★	R/502/9165	PW4-02	Understand how to work with colleagues and other key partners to develop an organisational framework for children and young people's play	Knowledge	4	6	35	27	
★	Y/502/9166	PW5-01	Understand how to develop, manage and review operational plans for play provision	Knowledge	5	7	45	31	
★	D/502/9167	PW4-03	Understand how to establish and develop working relationships to support children and young people's play	Knowledge	4	3	21	35	
	A/502/9192	PW4-04	Establish and develop working relationships to support children and young people's play	Skills	4	5	30	39	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours	Page	Notes
J/502/9163	PW5-06	Develop and implement procedures to safeguard children and young people	Knowledge/ Skills	5	8	60	51	
Y/602/3183	SCH 53	Champion equality, diversity and inclusion	Knowledge/ Skills	5	4	34	59	
K/502/9169	PW5-03	Work with colleagues and other partners to develop an organisational framework for play	Skills	5	7	50	63	
J/504/8070	AP 01	Applying a reflective approach to improve professional development	Knowledge/ Skills	5	6	47	69	

Mandatory optional units

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours	Page	Notes
	H/502/9168	PW5-02	Understand how to research, design and facilitate possibilities for children and young people's self-directed play	Knowledge	5	8	50	71	Practitioner
	J/502/9194	PW5-04	Develop, manage and review operational plans for play provision	Skills	5	6	40	77	Manager

Optional units: Practitioner

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours	Page	Notes
F/502/9159	ALLM4-01	Provide information to support decision making	Knowledge/ Skills	4	6	40	83	
L/602/1835	PW3-20	Engage with parents, carers and families in a play environment	Knowledge/ Skills	3	10	65	95	

Optional units: Manager

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours	Page	Notes
H/503/6590	ALLM5-04	Manage finance in own area of responsibility	Knowledge/ Skills	5	5	30	117	
A/502/9161	ALLM5-02	Provide leadership in own area of responsibility	Knowledge/ Skills	5	9	60	155	
D/502/7970	ALLM4-02	Obtain additional finance for the organisation	Knowledge/ Skills	4	7	50	131	
H/602/1842	PW3-27	Recruit, select and keep colleagues	Knowledge/ Skills	5	12	85	169	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours	Page	Notes
J/504/2219	LM 508	Appraise staff performance	Knowledge/ Skills	5	5	32	179	
H/502/9168	PW5-02	Understand how to research, design and facilitate possibilities for children and young people's self-directed play	Knowledge	5	8	50	71	

Optional units: Practitioner and Manager

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours	Page	Notes
F/502/9193	PW5-05	Research, design and facilitate possibilities for children and young people's self-directed play	Skills	5	6	40	105	
L/502/9164	PW4-06	Support others in accessing the resources they need to provide play environments	Knowledge/ Skills	4	4	21	89	
K/602/1843	PW3-28	Provide learning opportunities for colleagues	Knowledge/ Skills	4	11	85	119	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours	Page	Notes
M/602/1844	PW3-29	Allocate and monitor the progress and quality of work in own area of responsibility	Knowledge/ Skills	4	14	95	131	
A/601/1429	SHC 32	Engage in personal development in health, social care or children's and young people's settings	Knowledge/ Skills	3	3	10	141	

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.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information can be found.

PW4-01: Understand the principles and theories underpinning playwork provision



Unit reference	A/502/9158	Unit level	4
Credit value	9	Unit guided learning hours	60
Unit aim	This unit assesses the knowledge and understanding a Playworker needs concerning the principles and theories of playwork.		

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
1. Understand the role and value of play to children and young people.	1.1. Explain the need for children and young people to engage in freely chosen, intrinsically motivated, self-directed play.		
	1.2. Evaluate the short and long term benefits of play to children and young people.		
	1.3. Evaluate what is meant by play being 'freely chosen, personally directed and intrinsically motivated' in the context of organised play provision.		
	1.4. Review the contribution of the United Nations Convention on the Rights of the Child in relation to play provision.		
2. Understand the theories that underpin effective playwork provision.	2.1. Explain the context for assumptions, values and principles and their evolution.		

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. Critically compare different playwork theories and models.		
	2.3. Explain the contribution of other disciplines, such as psychology, biology, and sociology to our understanding of children and young people's play.		
	2.4. Evaluate conflicting concepts of play provision, for example socialisation, education, protection, and compensation.		
	2.5. Compare the strengths and weaknesses of different strategies to risk management in relation to children and young people's play.		
3. Understand the role of the playwork organisation in supporting children and young people's play.	3.1. Explain the importance of an organisational framework for supporting children and young people's play.		
	3.2. Explain how playwork theory should underpin an organisational framework for children's and young people's play.		
	3.3. Analyse the roles of different organisations in the context of integrated services and their impact on play provision.		
	3.4. Explain the role of the playwork organisation as an advocate for play.		

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. Critically compare different methods a playwork organisation can use to support children and young people's play.		
	3.6. Evaluate how a playwork organisation should balance the needs and rights of individual children and young people with the needs and rights of others.		

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: PW4-01

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.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by us

Evidence of completion of the learning outcomes and assessment criteria in this unit will be provided in part through the learner's job role. As such, an assessment task is not required for this unit.

PW4-02: Understand how to work with colleagues and other key partners to develop an organisational framework for children and young people's play



Unit reference	R/502/9165	Unit level	4
Credit value	6	Unit guided learning hours	35
Unit aim	This unit assesses the knowledge and understanding a playworker needs to work with others to develop an organisational framework for play provision.		

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
1. Understand the importance of an organisational framework for children and young people's play provision.	1.1. Explain the importance of playwork organisations having values, policies and procedures.		
	1.2. Evaluate how organisational values, policies and procedures can uphold children and young people's rights and opportunities for play.		
	1.3. Explain the importance of a playwork organisation developing playwork policy and practice.		
2. Understand how to research the social, economic, political, legal and ethical context in which a playwork organisation operates.	2.1. Explain why it is important for playwork organisations to understand the social, economic, political, legal and ethical context in which they operate.		

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. Explain how to access relevant sources of information on the social, economic, political, legal and ethical context in which a playwork organisation operates.		
	2.3. Explain how to make use of information on the social, economic, political, legal and ethical context in which a playwork organisation operates.		
3. Understand how to research aspects of playwork practice relevant to an organisation's provision.	3.1. Explain why it is important for playwork organisations to constantly review playwork practice in relation to the context in which they operate.		
	3.2. Explain how to access relevant sources of information on playwork practice, including strategies relating to: • adult intervention • care and safeguarding • inclusion • risk management • behaviour management • for managing transitions.		
	3.3. Explain how to make use of information on contemporary playwork practice in relation to the context in which a playwork organisation operates.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Understand how to work with colleagues, children, young people and other key partners to develop playwork policy and practice.	4.1. Explain the importance of working with colleagues, children, young people and other key partners, when developing playwork policies and practice.		
	4.2. Explain how to identify key partners to work with on developing playwork policies and practice.		
	4.3. Explain how to review a playwork organisation's current framework in the light of research findings.		
	4.4. Evaluate different methods of consulting with colleagues, children, young people and other key partners on developing playwork policy and practice.		
	4.5. Evaluate different methods of influencing policy and practice within a playwork organisation.		

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: PW4-02

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.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by us

Evidence of completion of the learning outcomes and assessment criteria in this unit will be provided in part through the learner's job role. As such, an assessment task is not required for this unit.

PW5-01: Understand how to develop, manage and review operational plans for play provision



Unit reference	Y/502/9166	Unit level	5
Credit value	7	Unit guided learning hours	45
Unit aim	This unit assesses the knowledge and understanding a Playworker needs to develop and implement operational plans for play provision.		

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
1. Understand how to develop operational plans for play provision.	1.1. Summarise the principles and methods of operational planning in a playwork context.		
	1.2. Explain how to identify key targets and outcomes for playwork operational planning.		
	1.3. Summarise the principles and methods of negotiating operational plans with colleagues.		
	1.4. Explain how to identify, quantify and allocate the resources needed for a playwork operational plan.		
	1.5. Explain how to identify the resources needed to ensure the inclusion of children who traditionally experience barriers to play provision.		

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. Summarise the principles and methods of consultation within a playwork organisation.		
2. Understand how to manage operational change in playwork provision.	2.1. Summarise the principles and methods of change management.		
	2.2. Explain how to communicate issues relating to change to colleagues in a playwork organisation.		
	2.3. Explain the importance of empowering teams and individuals to contribute to the change process.		
	2.4. Describe the types of obstacles to change that may occur in a playwork organisation.		
	2.5. Explain strategies that may be used to overcome obstacles to change within a playwork organisation.		
	2.6. Explain the types of support that colleagues in a playwork organisation may need during periods of change.		
3. Understand how to implement organisational values, policies and procedures within the operational plan.	3.1. Explain the importance of communicating policies, procedures and values to colleagues in a playwork organisation.		
	3.2. Explain how to ensure that colleagues are able to implement policies, procedures and values in a playwork organisation.		

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. Explain the types of behaviour that should be modelled to support playwork policies and values.		
	3.4. Describe the types of words, behaviour and actions that would run counter to playwork policies and values.		
	3.5. Explain how to address words, behaviour and actions that run counter to playwork policies and values.		
4. Understand how to review operational plans for play provision.	4.1. Summarise the principles and methods of monitoring and evaluation in a playwork context.		
	4.2. Explain different methods of analysing information collected whilst monitoring operational plans.		
	4.3. Explain how to adjust operational plans in response to monitoring and evaluation.		

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: PW5-01

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.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by us

Evidence of completion of the learning outcomes and assessment criteria in this unit will be provided in part through the learner's job role. As such, an assessment task is not required for this unit.

PW4-03: Understand how to establish and develop working relationships to support children and young people's play



Unit reference	D/502/9167	Unit level	4
Credit value	3	Unit guided learning hours	21
Unit aim	This unit assesses the knowledge and understanding a Playworker needs to establish and develop working relationships which support children and young people's play.		

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
1. Understand how to establish and develop working relationships with colleagues in a playwork context.	1.1. Summarise the processes that should be followed to help colleagues adjust to and develop their roles and responsibilities.		
	1.2. Explain why it is important to ensure every playwork team member understands and supports the roles and responsibilities of others in the team.		
	1.3. Explain the benefits of good communication in a playwork team.		
	1.4. Explain why it is important to maintain agreements with colleagues and what to do if this is not possible.		

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. Explain the importance of team members giving and receiving feedback on their performance.		
	1.6. Explain how to give and receive feedback on performance.		
	1.7. Analyse the types of conflict that may occur in a playwork team and how to resolve these.		
2. Understand how to establish and develop working relationships with other professionals in a playwork context.	2.1. Describe the types of other professionals with whom Playworkers may need to liaise.		
	2.2. Explain the importance of agreeing respective roles, responsibilities and boundaries with other professionals.		
	2.3. Explain the importance of agreeing common objectives, ways of working and communicating with other professionals.		
	2.4. Explain how to communicate with other professionals in a way that meets their expectations.		
	2.5. Summarise good practice, values and ethical requirements when liaising with other professionals.		
	2.6. Explain how to handle disagreements with other professionals.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand how to facilitate reflective practice and the sharing of knowledge in a playwork context.	3.1. Explain the importance of all those working with children and young people sharing knowledge and experience in relation to reflective practice.		
	3.2. Describe how to create and make use of opportunities for others to discuss their experiences.		
	3.3. Explain how to foster an environment in which people feel happy to reflect on and discuss what they are doing and the challenges they face.		
	3.4. Summarise the essential skills in listening to others and helping others to evaluate and learn from their own experiences.		
	3.5. Describe the types of situations in which colleagues are faced with challenges that must be referred to others.		
4. Understand legal and good practice requirements in relation to the sharing of information.	4.1. Summarise the relevant legal requirements covering confidentiality and the disclosure of information.		
	4.2. Describe the types of information that should be treated confidentially.		
	4.3. Explain who confidential information can be shared with and from whom it should be protected.		

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: PW4-03

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.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by us

Evidence of completion of the learning outcomes and assessment criteria in this unit will be provided in part through the learner's job role. As such, an assessment task is not required for this unit.

PW4-04: Establish and develop working relationships to support children and young people's play

Unit reference	A/502/9192	Unit level	4
Credit value	5	Unit guided learning hours	30
Unit aim	This unit assesses the competence a Playworker needs to establish and develop working relationships that support the play process.		

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
This unit assesses occupational competence; therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.			
1. Be able to build working relationships with colleagues.	1.1. Initiate relationships with colleagues that help them adjust to and develop their roles and responsibilities.		
	1.2. Establish with colleagues mutual support for each others' roles and responsibilities.		
	1.3. Establish ways of communicating with colleagues.		
	1.4. Maintain agreements with colleagues.		
	1.5. Take the initiative in reviewing arrangements 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
	1.6. Work with colleagues to overcome conflict.		
2. Be able to build working relationships with other professionals.	2.1. Establish effective working relationships with other professionals relevant to own area of work.		
	2.2. Agree respective roles and responsibilities with other professionals.		
	2.3. Develop common objectives and working arrangements with other professionals.		
	2.4. Respect professional boundaries in relation to other professionals.		
	2.5. Exchange relevant information with other professionals whilst respecting requirements for confidentiality.		
	2.6. Maintain relationships with other professionals that reflect good practice, values and ethical requirements.		
	2.7. Handle disagreements and complaints involving other professionals in line with organisational procedures and professional guidelines.		
3. Be able to enable colleagues to reflect on playwork practice.	3.1. Foster an environment in which colleagues feel able to discuss their progress and share concerns about challenges they are facing.		

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. Actively listen to what colleagues have to say.		
	3.3. Enable colleagues to structure, evaluate and learn from their experiences.		
4. Be able to share knowledge with colleagues on playwork practice.	4.1. Reflect on and learn from what others have experienced and learned themselves.		
	4.2. Share information and knowledge with colleagues to assist them in dealing with challenges.		
	4.3. Identify when the challenges that colleagues face go beyond own level of expertise.		
	4.4. Refer colleagues to appropriate sources of advice and support when necessary.		
	4.5. Facilitate others to share their experiences more widely to improve provision.		

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: PW4-04

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:	
Additional unit assessment requirements	This unit assesses occupational competence; therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by us	This is a skills/competency unit only; therefore, an assessment task is not applicable.

PW5-06: Develop and implement procedures to safeguard children and young people

Unit reference	J/502/9163	Unit level	5
Credit value	8	Unit guided learning hours	60
Unit aim	This unit assesses the knowledge and competence a Playworker needs in order to develop and implement procedures for safeguarding children and young people 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
This unit assesses occupational competence; therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.			
1. Understand how to maintain procedures to safeguard children and young people.	1.1. Identify sources of current and accurate information about the organisational, legal and regulatory requirements, and best practice, for the safeguarding of children and young people.		
	1.2. Summarise the current organisational, legal and regulatory requirements for the safeguarding of children and young people and the principles that underpin these.		

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. Analyse the range of factors that can make someone more vulnerable to abuse: • SEND • mental health • history of abuse • culture.		
	1.4. Explain why it is important to regularly review safeguarding procedures.		
	1.5. Explain how to assess risk in relation to potential abuse within a play environment and how to put in place measures to minimise risk.		
	1.6. Identify sources of expertise on safeguarding which can be used to ensure own procedures are robust.		
	1.7. Explain why training in safeguarding procedures is important for staff in a play environment.		
2. Be able to maintain procedures to safeguard children and young people.	2.1. Access necessary information about current legal, regulatory and organisational requirements, and best practice, in relation to the following types of abuse: • physical • neglect • emotional • sexual • bullying.		

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. Ensure own procedures for the protection of children and young people from abuse meet legal, regulatory and organisational requirements, and best practice indicators.		
	2.3. Engage other people in updating procedures, including: - managers - team members - users of the play environment - experts in safeguarding.		
	2.4. Communicate safeguarding procedures to colleagues and users.		
	2.5. Provide colleagues with the necessary training and support to implement safeguarding procedures.		
3. Understand how to implement procedures to safeguard children and young people.	3.1. Explain why it is important to continuously monitor procedures for safeguarding children and young people.		
	3.2. Explain how to identify when procedures are not being followed.		
	3.3. Evaluate the types of training and support that staff may need to ensure procedures are correctly followed.		
	3.4. Explain why it is important to respond to suspicions about abuse promptly and correctly.		

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. Explain the factors to be borne in mind when collecting and assessing information about possible abuse.		
	3.6. Describe the correct procedures for reporting suspicions about abuse.		
	3.7. Explain why those involved in cases of abuse may need emotional support.		
	3.8. Identify potential sources of emotional support.		
	3.9. Explain why confidentiality is important in safeguarding, and the procedures to follow to maintain confidentiality.		
4. Be able to implement procedures to safeguard children and young people.	4.1. Monitor the implementation of procedures for the safeguarding of children and young people.		
	4.2. Identify instances where procedures are not being followed.		
	4.3. Provide training and support to staff who are not implementing procedures correctly.		
	4.4. Identify when there are suspicions that children and young people are experiencing abuse.		
	4.5. Sensitively collect information about suspected abuse.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.6. Assess information about suspected abuse.		
	4.7. Follow the correct procedures for reporting information about suspected abuse.		
	4.8. Ensure self and other staff involved receive the necessary support to deal with own feelings about suspected abuse.		
	4.9. Maintain the confidentiality of information.		

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: PW5-06

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:	
Additional unit assessment requirements	The unit must be assessed in line with our Assessment Strategy. This unit assesses occupational competence; therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by us	Evidence of completion of the learning outcomes and assessment criteria in this unit will be provided in part through the learner's job role. As such, an assessment task is not required for this unit.

SHC 53: Champion equality, diversity and inclusion

Unit reference	Y/602/3183	Unit Level	5
Credit value	4	Unit guided learning hours	34
Unit aim	The purpose of this unit is to assess the learner's knowledge, understanding and skills required for a whole systems approach to equality, diversity and inclusion. The unit explores models of practice and requires demonstration of skills and understanding of systems and processes.		

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 2 and 4 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand diversity, equality and inclusion in own area of responsibility.	1.1. Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility.		
	1.2. Analyse the potential effects of barriers to equality and inclusion in own area of responsibility.		
	1.3. Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility.		
2. Be able to champion diversity, equality and inclusion.	2.1. Promote equality, diversity and inclusion in policy and practice.		

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. Challenge discrimination and exclusion in policy and practice.		
	2.3. Provide others with information about: - the effects of discrimination - the impact of inclusion - the value of diversity.		
	2.4. Support others to challenge discrimination and exclusion.		
3. Understand how to develop systems and processes that promote diversity, equality and inclusion.	3.1. Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion.		
	3.2. Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility.		
	3.3. Propose improvements to address gaps or shortfalls in systems and processes.		
4. Be able to manage the risks presented when balancing individual rights and professional duty of care.	4.1. Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care.		
	4.2. Explain the principle of informed choice.		
	4.3. Explain how issues of individual capacity may affect informed choice.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.4. Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility.		

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: SHC 53

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:

Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2 and 4 must be assessed in the work setting.
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PW5-03: Work with colleagues and other partners to develop an organisational framework for play

Unit reference	K/502/9169	Unit level	5
Credit value	7	Unit guided learning hours	50
Unit aim	This unit assesses the competence a Playworker needs to engage and work productively with other organisations, agencies and professionals.		

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
This unit assesses occupational competence; therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.			
1. Be able to research the social, economic, political and ethical context for play provision.	1.1. Research relevant and up-to-date sources of information on the social, economic, political and ethical context in which a play organisation operates.		
	1.2. Analyse information on the social, economic, political and ethical context in which a play organisation operates.		
	1.3. Identify the key social, economic, political and ethical factors that impact on play provision, including barriers to access for children and young people.		
	1.4. Maintain own research and evaluation on a regular basis.		

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 analyse the value and importance of play provision for children and young people to inform the development of an organisational framework for play.	2.1. Research relevant and up-to-date sources of information on play and playwork.		
	2.2. Analyse information on play and playwork.		
	2.3. Identify the key aspects of play and playwork theory and practice as relevant to the children and young people the organisation works with, including: • the nature and purpose of play • play types • play resources • risk and risk management • staffing • strategies for adult intervention • strategies for care and protection • strategies for inclusion • strategies for behaviour management • strategies for managing transitions.		
3. Be able to consult on research findings with colleagues and key partners.	3.1. Share research outcomes with relevant colleagues and key partners in a way that will stimulate informed response.		
	3.2. Evaluate the feedback received from colleagues and key partners.		

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. Agree with colleagues and key partners: - the key social, economic, political and ethical factors that impact on play provision - the key aspects of play and playwork theory and practice that are relevant to the play provision.		
4. Be able to develop playwork policy and practice.	4.1. Evaluate the outcomes of relevant research and consultation.		
	4.2. Review a playwork organisation's current framework for play and playwork.		
	4.3. Identify areas of organisational and playwork practice that could be improved to better address the needs of children and young people with whom the organisation works.		
	4.4. Develop suggestions for improving policy and practice in a way that will influence and persuade key decision makers.		
	4.5. Follow the organisation's procedures for developing playwork policy and practice.		

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: PW5-03

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:

Additional unit assessment requirements

This unit assesses occupational competence; therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by us

This is a skills/competency unit only; therefore, an assessment task is not applicable.

AP 01: Applying a reflective approach to improve professional development

Unit reference	J/504/8070	Unit level	5
Credit value	6	Unit guided learning hours	47
Unit aim	This unit assesses the knowledge and understanding a Playworker needs to apply a reflective approach to improve professional 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
This unit assesses occupational competence; therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.			
1. Understand a range of reflective learning theories and techniques.	1.1. Evaluate range of theories on reflective learning.		
	1.2. Evaluate merits and drawbacks of different reflective learning techniques.		
2. Be able to reflect on own learning to inform professional development.	2.1. Analyse situations, events and experiences from different perspectives including: • own perspectives • perspective of others.		
	2.2. Evaluate own learning to inform professional development.		

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: AP 01

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:

Additional unit assessment requirements

The unit must be assessed in line with our Assessment Strategy.

This unit assesses occupational competence; therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.

PW5-02: Understand how to research, design and facilitate possibilities for children and young people's self-directed play



Unit reference	H/502/9168	Unit level	5
Credit value	8	Unit guided learning hours	50
Unit aim	This unit assesses the understanding a Playworker needs to research, design and facilitate children and young people's self-directed play.		

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
1. Understand how to evaluate play behaviour and play theories.	1.1. Compare different methods of observing play and interacting with children and young people during play.		
	1.2. Explain why it is important to have a critical understanding of own experiences of play and responses to play.		
	1.3. Explain how to critically evaluate playwork theories and models in the light of own observations and interactions with children and young people.		
	1.4. Describe how to explore ideas for play spaces and possibilities.		
	1.5. Evaluate different sources of information on play spaces and how children and young people may use them.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand how to design spaces and possibilities for self-directed play.	2.1. Explain how to design play possibilities for the following play types: • communication play • creative play • deep play • dramatic play • exploratory play • fantasy play • imaginative play • locomotor play • mastery play • object play • role play • rough and tumble play • social play • socio-dramatic play • symbolic play.		
	2.2. Explain the key factors to bear in mind when designing play possibilities for disabled children and young people.		
	2.3. Explain how to use own observations, research and critical analysis when designing play spaces.		
	2.4. Explain how to use creative methods to obtain and create resources needed for play.		
3. Understand how to interact with children and young people during self-directed play.	3.1. Explain why it is important for children and young people to choose and explore play spaces for themselves.		

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. Describe the types of support a Playworker may need to be aware of when working with children and young people who are playing.		
	3.3. Describe the mood descriptors associated with children and young people's play and how to recognise these.		
	3.4. Explain why it is important to leave the content and intent of play to the children and young people involved.		
	3.5. Define the main stages of the play cycle.		
	3.6. Define a play frame.		
	3.7. Explain how to identify play cues.		
	3.8. Explain how and when to respond to a play cue.		
4. Understand how to help children and young people to manage risk during play.	4.1. Explain why risk is important during children and young people's play.		
	4.2. Explain how to encourage children and young people to take acceptable risks during play.		
	4.3. Identify the particular risks that disabled children face during play.		
	4.4. Explain how to assist disabled children to manage risks for themselves.		

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. Evaluate different levels of risk in the field of playwork.		
	4.6. Explain how child development affects children and young people's ability to manage risk.		

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: PW5-02

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.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by us	Evidence of completion of the learning outcomes and assessment criteria in this unit will be provided in part through the learner's job role. As such, an assessment task is not required for this unit.
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PW5-04: Develop, manage and review operational plans for play provision

Unit reference	J/502/9194	Unit level	5
Credit value	6	Unit guided learning hours	40
Unit aim	This unit assesses the competence a Playworker needs to develop and implement operational plans for play provision.		

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
This unit assesses occupational competence; therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.			
1. Be able to develop operational plans for play provision.	1.1. Develop operational plans that reflect the strategy, policies and values of own organisation.		
	1.2. Set out operational targets and outcomes for playwork that include: • provision of play opportunities • care and protection • inclusion • marketing and promotion • partnership working.		
	1.3. Negotiate objectives for achieving operational targets and outcomes with individuals and teams in the organisation.		

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. Allocate the following resources to each objective in the operational plan: • people • finance • facilities and equipment.		
	1.5. Identify the organisational changes that may be necessary to implement the operational plan.		
	1.6. Consult on the operational plan with colleagues and key partners.		
2. Be able to manage change in play provision.	2.1. Communicate the need and benefits of the proposed change to: • children and young people • parents and those involved in the care of children and young people • individuals and teams in the organisation • key partners.		
	2.2. Encourage all those affected by change to identify the implications of that change.		
	2.3. Assess obstacles to the change process.		
	2.4. Work with those involved to develop ways of overcoming obstacles to the change process.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.5. Communicate responsibilities to individuals and teams in relation to proposed change.		
	2.6. Negotiate a schedule for change with those involved.		
	2.7. Provide support to those involved in the change process.		
	2.8. Monitor progress in the change process.		
	2.9. Communicate progress to those involved in the change process.		
3. Be able to implement organisational values, policies and procedures.	3.1. Communicate organisational values, policies and procedures and their importance to colleagues and key partners.		
	3.2. Provide an effective role model for organisational values, policies and procedures.		
	3.3. Monitor the implementation of organisational values, policies and procedures in own area of responsibility.		
	3.4. Provide support for organisational values, policies and procedures to colleagues and key partners.		
4. Be able to review operational plans for play provision.	4.1. Collect information on the implementation of operational plans for play provision.		

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. Enable feedback from colleagues and key partners on the implementation of operational plans for play provision.		
	4.3. Analyse information and feedback in relation to the implementation of operational plans for play provision.		
	4.4. Identify potential improvements to operational plans for play provision.		
	4.5. Consult with colleagues and key partners on potential improvements to operational plans for play provision.		
	4.6. Make improvements to operational plans for play provision in response to consultation 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: PW5-04

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:	
Additional unit assessment requirements	This unit assesses occupational competence; therefore, evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by us	This is a skills/competency unit only; therefore, an assessment task is not applicable.

ALLM4-01: Provide information to support decision making

Unit reference	F/502/9159	Unit level	4
Credit value	6	Unit guided learning hours	40
Unit aim	This unit assesses the knowledge and competence needed in order to obtain, store and analyse information in order to make decisions. It also covers giving advice and information to others.		

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
This unit assesses occupational competence; therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.			
1. Understand how to obtain information for decision making.	1.1. Describe the types of qualitative and quantitative information that are essential to own role and responsibilities.		
	1.2. Describe the range of sources of information that are available and how to ensure these are capable of meeting current and likely future information requirements.		
	1.3. Compare a range of methods of gathering and checking the validity of such information, and their advantages and disadvantages.		

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. Explain why it is essential to check the validity of advice and information provided to others.		
	1.5. Describe how to ensure accuracy, currency, sufficiency and relevance of information.		
2. Be able to obtain information for decision making.	2.1. Identify the qualitative and quantitative information needed to make decisions.		
	2.2. Use sources of information, both inside and outside the organisation, which are reliable and sufficiently wide-ranging to meet current and likely future information requirements.		
	2.3. Use methods of obtaining information that are reliable, effective and make efficient use of resources, including: • listening and watching • reading • spoken questioning • written questioning • formal research conducted personally • formal research conducted by third parties.		
	2.4. Use methods of obtaining information that are consistent with organisational values, policies and legal requirements.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.5. Obtain information that is accurate, relevant and sufficient to support decision making.		
	2.6. Take prompt and effective action to deal with information that is inadequate, contradictory or ambiguous.		
3. Understand how to record and store information.	3.1. Compare different methods of recording and storing information and their advantages and disadvantages.		
	3.2. Explain how to ensure that information is organised in a way that makes it readily accessible.		
	3.3. Explain the principles of confidentiality - what information should be made available to which people.		
	3.4. Summarise the organisational policies and legal requirements which have a bearing on the recording and storage of information, and how to interpret these.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to record and store information.	4.1. Use systems and procedures for recording and storing information that: • are suitable for the purpose • make efficient use of resources • comply with organisational policies and legal requirements • make the information accessible in the required format to authorised people only.		
	4.2. Provide opportunities for team members to make suggestions for improvements to systems and procedures.		
	4.3. Make recommendations for improvements to systems and procedures, to the relevant people.		
	4.4. Take into account organisational constraints.		
5. Understand the analytical skills involved in managing information.	5.1. Explain how to judge the accuracy, relevance and sufficiency of information required to support decision-making in different contexts.		
	5.2. Explain how to identify information that may be contradictory, ambiguous or inadequate, and how to deal with these problems.		
	5.3. Describe different approaches to, and methods of, analysing information.		

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. Describe how to select methods appropriate to decisions which the manager has to make.		
	5.5. Explain how to analyse information to identify patterns and trends.		
	5.6. Explain how to draw conclusions on the basis of analysing information.		
	5.7. Summarise the difference between fact and opinion, how to identify these and present them accordingly.		
6. Understand how to use information to make decisions.	6.1. Explain the importance of the effective analysis of information and own role and responsibility in relation to this.		
	6.2. Describe the types of information, both qualitative and quantitative, which are needed to make an analysis.		
	6.3. Explain how to select information relevant to the decision to be made and ensure such information is accurate and relevant.		
	6.4. Explain the importance of record keeping in relation to the analysis of information and how such records should be kept and used.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
7. Be able to analyse information to support decision making.	7.1. Identify objectives for the analysis that are clear and consistent with the decisions that need to be made.		
	7.2. Select both qualitative and quantitative information that is accurate, relevant to the objectives of the analysis, and sufficient to arrive at a reliable decision.		
	7.3. Use analysis methods that are suitable to achieve identified objectives.		
	7.4. Analyse qualitative and quantitative information so that patterns and trends are identified.		
	7.5. Support the conclusions with reasoned argument and appropriate evidence.		
	7.6. Differentiate between fact and opinion when presenting the results of the analysis.		
	7.7. Keep records of the analysis that are sufficient to show the assumptions and decisions made at each stage.		
8. Understand the communications skills required when managing information.	8.1. Describe the different formats for presenting qualitative and quantitative information which may be required.		
	8.2. Explain how to select a format appropriate to different purposes and recipients of information.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	8.3. Explain how to develop and present a case based on the outcomes of an analysis.		
	8.4. Explain how to communicate advice and information effectively both orally and in writing.		
	8.5. Summarise why it is important to confirm the recipient's understanding of information and advice provided, and methods which may be used to ensure this.		
9. Understand how to advise and inform others.	9.1. Explain why it is important to provide advice and information and own role and responsibilities.		
	9.2. Describe the types of advice and information which people may require.		
	9.3. Explain how to identify other people's information needs.		
	9.4. Describe situations in which it is appropriate to act on one's own initiative in giving information and advice.		
	9.5. Explain why it is important to seek feedback on the quality and relevance of the advice and information provided.		
	9.6. Summarise the organisational policies, procedures and resource constraints which may influence advice given to others.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
10. Be able to advise and inform others.	10.1. Research the advice and information needs of recipients in a way which is appropriate and sufficient, and takes account of organisational constraints.		
	10.2. Provide advice and information at a time and place, and in a form and manner, both spoken and written, appropriate to the needs of recipients.		
	10.3. Provide information that is accurate, current, relevant and sufficient.		
	10.4. Provide advice that is consistent with organisational policy, procedures and constraints.		
	10.5. Support advice with reasoned argument and appropriate evidence.		
	10.6. Confirm recipients' understanding of the advice and information provided.		
	10.7. Maintain confidentiality according to organisational and legal requirements.		
	10.8. Use feedback from recipients to improve future provision of advice and information.		

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: ALLM4-01

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:

Additional unit assessment requirements

The unit must be assessed in line with our Assessment Strategy.

This unit assesses occupational competence; therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by us

Evidence of completion of the learning outcomes and assessment criteria in this unit will be provided in part through the learner's job role. As such, an assessment task is not required for this unit.

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

Unit reference	L/602/1835	Unit 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.9. Explain the valuable input of parents and carers in relation to multi-agency working.		

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:

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.
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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 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, it is essential that knowledge and understanding be

Guidance for developing assessment arrangements for the unit:

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.

PW5-05: Research, design and facilitate possibilities for children and young people's self-directed play

Unit reference	F/502/9193	Unit level	5
Credit value	6	Unit guided learning hours	40
Unit aim	This unit assesses the competence a Playworker needs to research, design and facilitate children and young people's play.		

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
This unit assesses occupational competence; therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.			
1. Be able to evaluate play behaviour and play theories.	1.1. Research children and young people's play and their interactions with the play environment including evidence of: - research into playwork theory and practice - observation of children and young people at play - interaction with children and young people - evaluation of own experience of play.		
	1.2. Critically evaluate playwork theories in relation to information collected by research.		

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. Adapt playwork models in order to identify appropriate spaces and possibilities for self-directed play.		
	1.4. Take account of the needs of the children and young people who experience barriers to play provision.		
	1.5. Test own ideas for spaces and opportunities through interactions with children and young people.		
	1.6. Research a range of play spaces and resources that will meet the play needs of children and young people.		
2. Be able to design spaces and possibilities for self-directed play.	2.1. Design play spaces that reflect personal research and interactions with children and young people.		
	2.2. Design play spaces that provide a rich variety of play possibilities, including: • for physical play • for affective play • transient • permanent.		
	2.3. Obtain the resources needed for personally designed play spaces.		
	2.4. Work within available budget or find other creative ways of providing resources.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.5. Involve children and young people in creating play spaces.		
	2.6. Ensure that play spaces are accessible for all children and young people, and meet health and safety requirements.		
3. Be able to interact with children and young people during self-directed play.	3.1. Enable children and young people to interact with a range of play spaces, including: • for physical play • for affective play • permanent • transient.		
	3.2. Leave the content and intent of play to the children and young people involved.		
	3.3. Enable play to continue uninterrupted.		
	3.4. Enable children and young people to explore their own values, and develop in their own ways, through play.		
	3.5. Hold children and young people's play frames when necessary.		
	3.6. Provide a repertoire of responses to children and young people's play cues, modifying the environment and introducing new elements in ways that are sensitive to the needs of the children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to help children and young people to manage risk during play.	4.1. Allow children and young people to experience and explore risk during play.		
	4.2. Identify hazards when they occur during play.		
	4.3. Assess the risks that identified hazards pose in a way that is sensitive to the nature of the children and young people involved.		
	4.4. Raise children and young people's awareness of hazards.		
	4.5. Encourage children and young people to assess and manage risk for themselves.		
	4.6. Balance the risks involved in play with the benefits of challenge and stimulation.		
	4.7. Intervene in children and young people's play when the level of risk becomes unacceptable.		

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: PW5-05

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:	
Additional unit assessment requirements	This unit assesses occupational competence; therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by us	This is a skills/competency unit only; therefore, an assessment task is not applicable.

PW4-06: Support others in accessing the resources they need to provide play environments

Unit reference	L/502/9164	Unit level	4
Credit value	4	Unit guided learning hours	21
Unit aim	This unit assesses the competence a Playworker needs to co-ordinate play resources to other organisations and individuals.		

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
This unit assesses occupational competence; therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.			
1. Understand how to identify playwork needs and resources.	1.1. Explain how to identify organisations and individuals relevant to own role and responsibilities.		
	1.2. Explain how to identify and prioritise resource needs according to criteria.		
	1.3. Explain how to keep information on needs and resources up-to-date and accurate.		
	1.4. Summarise why confidentiality is important in relation to organisations' needs and resources.		

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. Explain why it is important to maintain lasting relationships with organisations and individuals, including those working with children and young people who traditionally experience barriers to access.		
2. Be able to identify the playwork needs and resources of other organisations and individuals.	2.1. Identify relevant organisations and individuals who could benefit from own work.		
	2.2. Identify relevant organisations and individuals who have the resources to help those with similar needs.		
	2.3. Prioritise the needs of organisations and individuals according to agreed criteria.		
	2.4. Record the needs of organisations and individuals.		
	2.5. Keep written information up-to-date, maintaining its confidentiality.		
	2.6. Work with organisations and individuals in a way that maintains a lasting relationship.		
3. Understand how to help organisations and individuals to share information on needs and resources.	3.1. Explain why it is important to maintain the flow of information between relevant organisations and individuals.		
	3.2. Compare different methods of maintaining information flow.		

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. Explain different methods that can be used to keep information accurate and up-to-date.		
	3.4. Explain how to present information in a style and form that is appropriate to the organisations and individuals involved.		
	3.5. Describe how to take opportunities during every day work to gather and pass on information and draw new contacts into networking arrangements.		
	3.6. Explain why it is important to review networking arrangements on a regular basis.		
4. Be able to help organisations and individuals to share information on needs and resources.	4.1. Maintain the flow of information between organisations and individuals efficiently and effectively, using the following methods: • producing written information • formal and informal meetings • providing publications • networking.		
	4.2. Make sure information is clear, accurate, up-to-date and in a form and style appropriate to those involved.		

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. Take opportunities to collect and pass on relevant information to other organisations and individuals.		
	4.4. Take opportunities to bring new organisations and individuals into networking arrangements.		
	4.5. Collect feedback from the organisations and individuals involved.		
	4.6. Review networking arrangements on a regular basis.		
5. Understand how to co-ordinate the provision of playwork resources.	5.1. Explain why it is important to keep people informed about the resources available to them.		
	5.2. Describe organisational criteria and resources for allocating resources.		
	5.3. Explain how organisations should make applications for resources and how these applications will be assessed.		
	5.4. Summarise the resources that may be needed to support the inclusion of disabled children and young people.		
	5.5. Explain how to access and provide resources needed for disabled children and young people.		

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 it is important to monitor the use of resources, and to ensure agreements on their use are being followed.		
	5.7. Explain why it is important to carry out regular reviews of how resources are allocated.		
6. Be able to co-ordinate the provision of playwork resources.	6.1. Keep relevant organisations and individuals informed of the following types of resources that may be available: • finance • advice and information • physical resources • training and development.		
	6.2. Keep organisations and individuals informed of the conditions attached to the use of resources and how to access them.		
	6.3. Follow the organisation's procedures for allocating resources to organisations and individuals.		
	6.4. Support others to apply for funding and other resources.		
	6.5. Allocate resources fairly, according to need and in line with agreed criteria and priorities.		
	6.6. Check that the use of resources meets agreed criteria.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.7. Follow organisational procedures to deal with any variations from the way resources should be used.		
	6.8. Monitor and evaluate feedback from those who have been allocated resources.		

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: PW4-06

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:

Additional unit assessment requirements

The unit must be assessed in line with our Assessment Strategy.

This unit assesses occupational competence; therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by us	Evidence of completion of the learning outcomes and assessment criteria in this unit will be provided in part through the learner's job role. As such, an assessment task is not required for this unit.

PW3-28: Provide learning opportunities for colleagues

Unit reference	K/602/1843	Unit 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.		
	4.2. Seek and make use of specialist expertise in relation to identifying and providing learning for staff members.		

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. 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.		
	6.4. Explain why it is important to encourage colleagues to take responsibility for their own learning.		

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 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.		
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
	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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
	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:

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.

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 preferred).

Guidance for developing assessment arrangements for the unit:**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, it is essential that knowledge and understanding 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.

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

Unit reference	M/602/1844	Unit 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to support colleagues in their work.	4.1. Support colleagues in identifying and dealing with problems and unforeseen events.		
	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.		

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 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.		
	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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
	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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
	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:

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.

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.

Guidance for developing assessment arrangements for the unit:**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 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, it is essential that knowledge and understanding 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.

SHC 32: Engage in personal development in health, social care or children's and young people's settings

Unit reference	A/601/1429	Unit Level	3
Credit value	3	Unit guided learning hours	10
Unit aim	This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit considers personal development and reflective practice, which are both fundamental to such roles.		

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 2, 3, 4 and 5 must be assessed in Real Work Environments by a qualified vocationally competent assessor. Simulation is not permitted.			
1. Understand what is required for competence in own work role.	1.1. Describe the duties and responsibilities of own work role.		
	1.2. Explain expectations about own work role as expressed in relevant standards .		
2. Be able to reflect on practice.	2.1. Explain the importance of reflective practice in continuously improving the quality of service provided.		
	2.2. Demonstrate the ability to reflect on practice.		

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. Describe how own values, belief systems and experiences may affect working practice.		
3. Be able to evaluate own performance.	3.1. Evaluate own knowledge, performance and understanding against relevant standards.		
	3.2. Demonstrate use of feedback to evaluate own performance and inform development.		
4. Be able to agree a personal development plan .	4.1. Identify sources of support for planning and reviewing own development.		
	4.2. Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities.		
	4.3. Demonstrate how to work with others to agree own personal development plan.		
5. Be able to use learning opportunities and reflective practice to contribute to personal development.	5.1. Evaluate how learning activities have affected practice.		
	5.2. Demonstrate how reflective practice has led to improved ways of working.		
	5.3. Show how to record progress in relation to personal development.		

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: SHC 32

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.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health Assessment Principles.

Unit assessment guidance – provided by the sector

Standards may include:

- codes of practice
- regulations
- minimum standards

Sources of support may include:

- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation.

A personal development plan may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

Others may include:

- the individual
- carers
- advocates

Guidance for developing assessment arrangements for the unit:	
	• supervisor, line manager or employer • other professionals. Unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.
Unit assessment guidance – provided by us	Learning outcomes 2, 3, 4 and 5 must be assessed in Real Work Environments by a qualified vocationally competent assessor. Simulation is not permitted.

ALLM5-04: Manage finance in own area of responsibility

Unit reference	H/503/6590	Unit level	5
Credit value	5	Unit guided learning hours	30
Unit aim	This unit assesses the knowledge and competence required to manage a master budget and delegated budgets in own area of responsibility.		

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
This unit assesses occupational competence; therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.			
1. Understand the sector context for managing finance.	1.1. Explain the factors, processes and trends that are likely to affect financial management in the sector.		
	1.2. Explain the legal, regulatory and ethical requirements in the industry/sector relevant to financial management.		
2. Understand the organisational context for managing finance.	2.1. Explain own financial responsibilities, including the limits of own authority.		
	2.2. Describe the financial information available in own organisation.		
	2.3. Identify activities for which budgets have been delegated.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Explain the budgeting period(s) used in own organisation.		
	2.5. Explain the organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets.		
	2.6. Explain the agreed master budget for own area, including delegated budgets.		
	2.7. Explain the systems established for managing and evaluating performance against budgets.		
	2.8. Describe the contingency plans put in place for budgetary management.		
	2.9. Explain what to do and who to contact if there is any suspicion that fraud has been committed.		
	2.10. Explain who needs information on the financial performance of own area, what information they need, when they need it and in what format.		
3. Be able to establish financial responsibilities.	3.1. Confirm own financial responsibilities, including the limits of own authority, with relevant people.		

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. Gather available financial information and the objectives and associated plans for own area.		
	3.3. Evaluate available financial information and the objectives and associated plans for own area.		
	3.4. Consult with colleagues to identify priorities, potential problems and risks.		
	3.5. Make use of opportunities to delegate responsibility for budgets for clearly defined activities to colleagues in own area, providing them with the required ongoing support and resources.		
	3.6. Discuss and, if appropriate, negotiate delegated budgets with colleagues and agree provisional budgets.		
4. Understand how to establish budgetary systems.	4.1. Explain the purposes of budgetary systems.		
	4.2. Explain the importance of agreeing financial responsibilities, including the limits of own authority, for own area with relevant people.		
	4.3. Describe where to get, and how to evaluate, the available financial information in order to be able to prepare a realistic master budget for own area.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.4. Explain the importance of taking account of the objectives and associated plans of own area in developing and operating the master budget.		
	4.5. Explain how to identify opportunities and delegate responsibility for budgets.		
	4.6. Summarise why it is important to consult with colleagues in identifying priorities, potential problems and risks and generally preparing the budget for own area.		
	4.7. Explain how to discuss, negotiate and confirm budgets with colleagues in own area and with people who control the finance, and the key factors that should be covered.		
5. Be able to establish a master budget for own area.	5.1. Develop a realistic master budget for own area.		
	5.2. Submit the master budget to the relevant people in the organisation for approval, and to assist the overall financial planning process.		
	5.3. Negotiate the proposed master budget for own area with the relevant people in the organisation.		
	5.4. Communicate the final budget to colleagues in own area.		

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. Establish systems to monitor and evaluate performance against delegated budgets and the master budget and put contingency plans in place.		
6. Understand how to control budgets.	6.1. Explain how to establish systems to monitor and evaluate performance against budgets.		
	6.2. Summarise the importance of contingency plans and the type of contingencies that may occur.		
	6.3. Describe the main causes of budgetary variances and how to identify them.		
	6.4. Explain different types of corrective action that could be taken to address identified variances.		
	6.5. Summarise the importance of agreeing revisions to the budget and communicating the changes.		
	6.6. Summarise the importance of providing regular information on the financial performance of own area to relevant people, and what they might want to know.		
	6.7. Describe types of fraudulent activities and how to identify them.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
7. Be able to control finance in own area.	7.1. Identify the causes of any significant variances between what was budgeted for and what actually happened.		
	7.2. Ensure prompt corrective action is taken, obtaining agreement from the relevant people if required.		
	7.3. Propose revisions to the master budget, if necessary, in response to variances and/or significant or unforeseen developments.		
	7.4. Agree any revisions to the master budget with the relevant people.		
	7.5. Provide ongoing information on the financial performance of own area to relevant people in own organisation.		
	7.6. Advise the relevant people as soon as possible if there is evidence of any potentially fraudulent activities.		
8. Understand how to improve financial performance in own area.	8.1. Explain how to encourage colleagues to think about ways of reducing expenditure and increasing income.		
	8.2. Explain how to review the financial performance of own area against the stated objectives.		
9. Be able to improve financial performance in own area.	9.1. Encourage colleagues in own area to identify ways of reducing expenditure and increasing income.		

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. Pursue suggested ways of reducing expenditure and increasing income which have potential for implementation.		
	9.3. Review the financial performance of own area, particularly in relation to achievement of the stated objectives.		
	9.4. Identify improvements for the future management of finance in own area.		

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: ALLM5-04

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:	
Additional unit assessment requirements	The unit must be assessed in line with our Assessment Strategy. This unit assesses occupational competence; therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by us

Evidence of completion of the learning outcomes and assessment criteria in this unit will be provided in part through the learner's job role. As such, an assessment task is not required for this unit.

ALLM5-02: Provide leadership in own area of responsibility

Unit reference	A/502/9161	Unit level	5
Credit value	9	Unit guided learning hours	60
Unit aim	This unit assesses the knowledge and competence required to lead other people in own area of responsibility.		

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
This unit assesses occupational competence; therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.			
1. Understand the sector context for leadership.	1.1. Describe different leadership styles common in own sector.		
	1.2. Summarise the legal, regulatory and ethical requirements which have implications for leadership in own sector.		
2. Understand own personal context for leadership.	2.1. Explore how own values, motivations and emotions impact on own leadership skills.		
	2.2. Evaluate own strengths and limitations in the leadership role.		
	2.3. Explain own role, responsibilities and level of power.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Explain the vision and objectives of the overall organisation and how these translate into the vision, objectives, culture and operational plans for own area of responsibility.		
	2.5. Describe the types of support and advice that people are likely to need in own area, and how to respond to these.		
	2.6. Evaluate different leadership styles used across the organisation.		
3. Be able to establish the conditions for effective leadership in own area of responsibility.	3.1. Communicate the vision and direction for own area of responsibility, together with supportive objectives and operational plans, to the people working within own area.		
	3.2. Ensure that people working within own area understand and can see how the vision, objectives and operational plans link to the vision and objectives of the organisation as a whole.		
	3.3. Win, through own performance, the trust and support of people within own area.		
	3.4. Obtain regular feedback on own performance.		
4. Understand how to lead other people.	4.1. Summarise the main differences between management and leadership.		

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. Explain the importance of having and communicating a vision for own area of responsibility.		
	4.3. Compare a range of different leadership styles.		
	4.4. Explain how to select and apply leadership styles according to context.		
	4.5. Explain how to select and apply different methods for communicating with people across an area of responsibility.		
	4.6. Explain why it is important to gather and make use of feedback from people on own leadership performance.		
	4.7. Describe the types of difficulty and challenge that may arise within own area, including conflict.		
	4.8. Explain ways of overcoming difficulty and challenge through the use of effective leadership skills.		
	4.9. Explain how to select and apply different methods of encouraging, motivating, and supporting people, and recognising their achievements.		
5. Be able to lead people in own area of responsibility.	5.1. Select and apply a range of leadership styles as appropriate to different situations and people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.2. Communicate regularly, making effective use of a range of different communication methods, with all the people working within own area.		
	5.3. Demonstrate active listening skills.		
	5.4. Steer own area successfully through difficulties and challenges, including conflict amongst colleagues.		
	5.5. Give people in own area support and advice when they need it, especially during periods of setback and change.		
	5.6. Motivate and support people in your area to achieve their work and development objectives.		
	5.7. Provide recognition when colleagues are successful.		
6. Understand how to empower other people through leadership.	6.1. Explore the benefits of a culture which encourages and recognises creativity and innovation.		
	6.2. Explain how to encourage a culture of creativity and innovation in own area of responsibility.		
	6.3. Explain the importance of encouraging others to take the lead, and ways in which this can be achieved.		

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. Provide examples of how to empower other people in own area of responsibility.		
7. Be able to empower other people through effective leadership.	7.1. Maintain a culture within own area which encourages and recognises creativity and innovation.		
	7.2. Empower people in own area to develop their own ways of working and take their own decisions within agreed boundaries.		
	7.3. Encourage people to give a lead in their own areas of expertise, and show willingness to follow this lead.		

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: ALLM5-02

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:

Additional unit assessment requirements

The unit must be assessed in line with our Assessment Strategy.

	This unit assesses occupational competence; therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by us	Evidence of completion of the learning outcomes and assessment criteria in this unit will be provided in part through the learner's job role. As such, an assessment task is not required for this unit.

ALLM4-02: Obtain additional finance for the organisation

Unit reference	D/502/7970	Unit level	4
Credit value	7	Unit guided learning hours	50
Unit aim	This unit assesses the knowledge and competence required to raise additional finance for an organisation, which could be through borrowing, investment, grants or other sources.		

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
This unit assesses occupational competence; therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.			
1. Understand the sectoral context for raising additional finance.	1.1. Describe the types and providers of finance that tend to be used in the industry or sector, and why they are preferred.		
	1.2. Summarise the guidelines and codes of practice and any legislative, regulatory and ethical requirements in relation to types and providers of funding in the industry or sector.		
2. Understand the organisational context for raising additional finance.	2.1. Describe the proposed activities of the organisation, including those which require additional finance.		

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. Describe the organisation's stakeholders and their views in relation to the financing of the organisation's activities.		
	2.3. Describe the current types and providers of finance used by the organisation and other potential types and providers of finance and their associated costs, benefits and risks.		
	2.4. Explain the particular needs of the organisation in terms of securing additional finance, including the organisation's attitude to risk.		
	2.5. Describe the contingency plans that have been put in place in relation to additional finance.		
	2.6. Describe the systems in place for monitoring the effectiveness of the agreements for additional finance and identifying changes to agreements and improvements for the future.		
3. Be able to evaluate alternative sources of finance.	3.1. Identify the additional finance required to fund the organisation's proposed activities.		
	3.2. Make effective use of specialist financial expertise.		

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. Evaluate the costs, benefits and risks of the current types and providers of finance used by the organisation and other potential types and providers of finance.		
	3.4. Select the types of finance which are most appropriate to the needs of the organisation, taking account of levels of acceptable risk and views of stakeholders.		
	3.5. Identify possible providers of finance.		
4. Understand the need for additional finance.	4.1. Explain why organisations might need additional finance for their proposed activities.		
	4.2. Explain where to obtain and how to evaluate information in order to identify an organisation's requirement for additional finance.		
5. Understand how to apply for additional finance.	5.1. Identify sources of specialist financial expertise.		
	5.2. Explain how to make effective use of sources of specialist financial expertise.		
	5.3. Describe different types of finance and different providers of finance.		
	5.4. Explain how to evaluate the costs, benefits and risks of different types and providers of finance.		

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. Propose criteria for selecting types and providers of finance which are appropriate to organisational needs and the views of stakeholders.		
	5.6. Explain the importance of risk in obtaining additional finance and ways in which the level of risk can be identified and managed.		
	5.7. Describe how to work out the full cost of obtaining finance from providers.		
	5.8. Explain the importance of consulting with relevant people in the organisation, and key stakeholders, on proposals and recommendations for obtaining additional finance.		
	5.9. Explain the importance of submitting clear proposals or bids or applications to potential providers of finance, and allowing sufficient time for their submission and consideration.		
6. Be able to apply for additional finance.	6.1. Present fully costed proposals and recommendations for obtaining additional finance to relevant people in the organisation and, where appropriate, any key stakeholders.		
	6.2. Agree with relevant people in the organisation on potential providers of finance.		

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. Ensure timely submission of clear proposals, bids, or applications to potential providers of finance.		
	6.4. Seek regular updates on progress.		
7. Understand how to reach agreements on additional finance.	7.1. Describe the types of formal agreement that should be put in place with providers of finance, and what they should cover.		
	7.2. Describe the types of action that might need to be taken in the event of a shortfall in additional funding.		
	7.3. Explain why it is necessary to put contingency plans in place in relation to obtaining additional finance, and the type of contingencies that might occur.		
	7.4. Explain how to monitor the effectiveness of agreements put in place for providing additional finance.		
	7.5. Describe the changes that might need to be made to agreements for additional finance.		
8. Be able to reach agreements on additional finance.	8.1. Put formal agreements in place with providers for agreed amounts of finance at agreed times and, as appropriate, agreed costs and repayment schedules.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	8.2. Identify any shortfall in the level of additional funding obtained, and take appropriate action.		
	8.3. Put contingency plans in place to deal with any problems in the additional finance being made available, and any changes to the level of additional finance required.		
	8.4. Monitor the effectiveness of the agreements for providing additional finance, identifying and making changes where necessary and identifying improvements for the future.		

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: ALLM4-02

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:

Additional unit assessment requirements	The unit must be assessed in line with our Assessment Strategy. This unit assesses occupational competence; therefore evidence for the achievement of this unit must come from consistent performance in the workplace over a period of time.
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Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by us

Evidence of completion of the learning outcomes and assessment criteria in this unit will be provided in part through the learner's job role. As such, an assessment task is not required for this unit.

PW3-27: Recruit, select and keep colleagues

Unit reference	H/602/1842	Unit 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.		
	1.4. Develop job descriptions and person specifications for required roles in consultation with others.		

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 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.		
	3.3. Ensure applicants who are offered positions are able to perform effectively and work with their new colleagues.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.4. 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.		
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
7. Understand how to identify recruitment and selection needs.	7.1. Explain how to avoid stereotyping with regard to skills level and work ethics.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
	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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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:**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.

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 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, it is essential that knowledge and understanding 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

Guidance for developing assessment arrangements for the unit:

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.

LM 508: Appraise staff performance

Unit reference	J/504/2219	Unit level	5
Credit value	5	Unit guided learning hours	32
Unit aim	The purpose of this unit is to develop the learner's knowledge, understanding and skills to appraise staff 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
1. Understand policies, theories and models which underpin appraisal of performance.	1.1. Explain policies and agreed ways of working for appraisals in the work setting.		
	1.2. Research models of appraisal to explore their applicability in the work setting.		
	1.3. Evaluate how appraisals are used to inform: • achievement of objectives • overall performance • future objectives.		
	1.4. Explain how appraisals are used to develop practice.		
	1.5. Differentiate between appraisals and disciplinary processes.		

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. Use research on the theories of power to explore the relationship between appraiser and appraisee.		
2. Be able to support others to understand the purpose of appraisal.	2.1. Support others to develop an understanding of the purpose of appraisals to include: • mutual responsibilities • the achievement of objectives • reflection on overall performance • professional development • how outcomes of the appraisal will be used • future objectives.		
3. Be able to facilitate preparation for appraisals.	3.1. Confirm with appraisee the objectives against which performance will be appraised.		
	3.2. Identify with the appraisee the actions they need to take to prepare for their appraisal.		
	3.3. Evaluate evidence gathered from a range of sources towards achievement of objectives.		
	3.4. Prepare paperwork for appraisal in line with work setting requirements.		
4. Be able to support appraisee to participate in appraisal meetings	4.1. Explain how power can be managed within the appraisal process to facilitate the participation of the appraisee.		

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. Demonstrate how to prepare the environment for the appraisal meeting.		
	4.3. Support the appraisee to engage in an evaluation of their performance over the past year to include: • areas of practice which have met or exceeded standards • areas for development.		
	4.4. Provide feedback to appraisee on their performance over the past year to include: • areas of practice which have met or exceeded standards • areas for development.		
	4.5. Identify with appraisee work objectives for forthcoming year.		
	4.6. Identify with appraisee professional development plan for forthcoming year.		
	4.7. Record the appraisal in line with work setting requirements.		
5. Be able to evaluate own practice during the appraisal process.	5.1. Evaluate with appraisee their experience of how the appraisal was conducted.		
	5.2. Reflect on own practice in managing the appraisal process.		

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: LM 508

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:

Additional unit assessment requirements

This unit must be assessed in accordance with Skills for Care and Development Assessment Principles.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

Policies and agreed ways of working – this will include organisational and national policies. These may be attached to standards or frameworks.

Others will include those staff for whom you have responsibility.

Mutual responsibilities –the underpinning principle of appraisal is that both parties engage in a conversation rather than it being a “top-down” process. Therefore there is an element of joint responsibility and both parties should familiarise themselves with the competencies against which the appraisal is measuring performance and identify evidence of compliance or non-compliance. There should be no surprises in the appraisal as non-compliance issues should already have been raised and discussed.

Range of sources may include:

- feedback from individuals, carers and families
- feedback from other colleagues, other professionals

Guidance for developing assessment arrangements for the unit:

- own observations
- work products.

Section 4: Assessment and quality assurance information

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by assessor by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* when directed by the Sector Skills Council or other assessment strategy/principles	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence may include simulation**	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes

K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance.

** **Simulation.** A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on our website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Assessment Strategy and Principles

Units of the Award and Certificate (predominantly Knowledge learning outcomes)

- **Assessors** will need to be occupationally competent and trained and experienced in assessment
- **Internal Quality Assurers** will need to be occupationally competent and trained and experienced in making quality assurance decisions

Units unique to the Diploma (predominantly Competence/Skills learning outcomes)

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally competent and qualified to make quality assurance decisions

Skills for Care and Development Assessment Principles

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Assessment Strategy

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Section 5: Documents and resources

Useful documents

This section refers to useful documents that can be found on our secure 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 secure website.

Safeguarding guidance

To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit:

www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations.

Resources

The resources and materials used in the delivery of this qualification, must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Resource requirements

Learners must have access to settings where self-directed, child initiated play takes place in order for the Playwork qualifications to be successfully be accessed.

The following documents are essential reading for any centre involved in the delivery, assessment and administration of this qualification:

- Skills for Care and Development Assessment Principles

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualification page on our website for more information and to see what is available for this qualification.

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

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Information in this qualification specification is correct at the time of publishing but may be subject to change.

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

Qualification title and reference number:

NCFE CACHE Level 5 Diploma in Advanced Playwork

601/5370/2

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