

Qualification Handbook

BIIAB Level 3 Diploma in Playwork (NVQ)

601/8007/9

Version 1.4

**BIIAB Level 3 Diploma
in Playwork (NVQ)**



Version and date	Change, alteration or addition	Section
29/3/2016	Amendment to GLH	5
Version 1.4 January 2018	Updated handbook throughout to remove reference to "QCF"	
	Updated RoC with TQT figures	Rules of Combination

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1. About the BIIAB Level 3 Diploma in Playwork (NVQ)

BIIAB is regulated to deliver this qualification by Ofqual and CCEA Regulations in England and Northern Ireland respectively. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 3 Diploma in Playwork (NVQ)	601/8007/9

2. Objective and Purpose of this Qualification

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge and skills required to work effectively and flexibly within playwork at level 3.

Achievement of this qualification indicates competence. Combined with Essential Skills in Communication, Application of Numbers and IT, and the BIIAB Level 3 Award in Employment Awareness in Active Leisure and Learning, this qualification is designed to make up the component parts of the Apprenticeship in Playwork.

The primary purpose of the qualification is to confirm occupational competence as a Playworker or Senior Playworker.

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

3. About this Handbook

This handbook has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the handbook is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this handbook is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (ROC). The ROC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (eg Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and GLH
- Any barred units (units that cannot be taken together as part of the qualification)

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 3 Diploma in Playwork (NVQ) Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Diploma in Playwork (NVQ) learners **must** gain a **total of 65** credits. This **must** consist of:

- **Minimum total** credit: **65**
- Mandatory group A **minimum** credit: **46**
- Optional unit group B **minimum** credit: **19**
- A **minimum of 65** credits **must** be achieved through the completion of units at **Level 3** and above
- GLH: **486**
- TQT: **650**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group A

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
PW21	A/602/1801	Understand Relationships in the Play Environment	3	3	20	Portfolio
PW22	D/602/1807	Plan for and support children and young people's self-directed play	4	3	30	Portfolio
PW23	F/602/1802	Understand Health, Safety and Security in the Play Environment	2	3	15	Portfolio
PW24	J/602/1798	Understand Playwork Principles	4	3	35	Portfolio
PW25	J/602/1803	Understand How to Plan for and Support Children and Young People's Self-Directed Play	5	3	40	Portfolio
PW26	L/602/1799	Understand Children and Young People's Self-Directed Play	5	3	35	Portfolio
PW27	R/602/1805	Develop and maintain a healthy, safe and secure play environment for children and young people	3	3	25	Portfolio

Mandatory Group A (continued)

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
PW28	T/602/1800	Understand the Organisational Framework for Play	4	3	35	Portfolio
PW29	Y/602/1806	Develop and promote positive relationships in a play environment	3	3	22	Portfolio
3CYPW03	Y/601/1695	Understand How to Safeguard the Wellbeing of Children and Young People	3	3	25	Portfolio
3CYPW07	M/601/1699	Understand How to Support Positive Outcomes for Children and Young People	3	3	25	Portfolio
PW30	L/602/1804	Contribute to an organisational framework that reflects the needs and protects the rights of children and young people	4	3	30	Portfolio
CA138	A/601/1429	Engage in personal development in health, social care or children's and young people's settings	3	3	10	Portfolio

Optional Unit Group B

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
PW31	J/602/1834	Work with colleagues in a playwork team	10	3	65	Portfolio
PW32	L/602/1835	Engage with parents, carers and families in a play environment	10	3	65	Portfolio
PW33	R/602/1836	Administer playwork provision	8	3	60	Portfolio
PW34	Y/602/1837	Inclusive play, working with disabled children and young people	11	4	79	Portfolio
PW35	D/602/1838	Promote own organisation in the community	13	3	85	Portfolio
PW36	H/602/1839	Contribute to evaluating, developing and promoting services	11	4	85	Portfolio
PW37	Y/602/1840	Organise and supervise travel	7	3	45	Portfolio
PW38	D/602/1841	Manage a budget	11	3	85	Portfolio

Optional Unit Group B (continued)

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
PW39	H/602/1842	Recruit, select and keep colleagues	12	5	85	Portfolio
PW40	K/602/1843	Provide learning opportunities for colleagues	11	4	85	Portfolio
PW41	M/602/1844	Allocate and monitor the progress and quality of work in own area of responsibility	14	4	95	Portfolio

7. Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- 18+
- 19+.

8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the opportunity to demonstrate competence in order to work effectively within playwork at this level. For learners who want to continue their learning at a higher level in this area the recommended progression route is to the BIIAB Level 5 Diploma in Playwork (NVQ). It also will allow for a number of progression routes into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- 601/4601/1 BIIAB Level 4 NVQ Diploma in Management
- 601/8015/8 BIIAB Level 5 Diploma in Playwork (NVQ)

9. Assessment

Overview of Assessment Strategy

The qualification contains competence units. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor. Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

All assessment for this qualification must adhere to the current SkillsActive assessment strategy for active leisure, learning and well-being and to the annex to the assessment strategy specific to this qualification which is the 'SkillsActive Evidence Requirements and Assessment Guidance Level 3 Diploma in Playwork (NVQ)'. While BIIAB has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current SkillsActive designed assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor/s and verifier/s delivering, quality assuring and certificating the qualification. Centres should also refer to the full strategy and annex available from the Sector Skills Council SkillsActive.

Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

Assessors - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must**:

- hold an appropriate qualification, as specified by SkillsActive, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by SkillsActive. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.

- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

Internal Quality Assurer (IQA) - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA's.

IQAs must:

- hold an appropriate qualification, as specified by SkillsActive, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by SkillsActive. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in the workplace.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

External Quality Assurer (EQA) - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs must:

- hold an appropriate qualification as specified by SkillsActive, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by SkillsActive. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

SkillsActive and BIIAB require all assessors, moderators and verifiers to maintain current competence to deliver these functions. BIIAB recognises this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

In addition to these requirements Assessors, IQAs and EQAs should meet the following:

Required criteria:

1. Have worked with children and young people as a Playworker in settings underpinned by the Playwork Principles.
2. Demonstrate Playwork experience, knowledge and skills required to make accurate judgements about others' competence.
3. Have knowledge and understanding of, and commitment to, the Playwork Principles.
4. Have actively and consistently participated in a process of current and relevant continuous professional development to keep up to date with best Playwork practice.

Desirable criteria:

1. A relevant and nationally recognised Playwork training course or qualification. Or an action plan to achieve such.

BIIAB require all assessors, moderators and verifiers to maintain current competence to deliver these functions. BIIAB recognises this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.
- A holistic approach towards the collection of evidence for qualifications is encouraged. The focus should be assessing activities generated in the workplace, through naturally occurring evidence, rather than focusing on specific tasks.
- Taken as a whole, the evidence must show the learner meets all learning outcomes and assessment criteria across a range of circumstances consistently, over a period of time.
- It is imperative that the learner is not placed under more, or less, pressure than found normally in the workplace during assessment.

Simulation

- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE **must** provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Further guidance on the use of simulation is contained within the table 'Unit-by-Unit Evidence Requirements and Assessment Guidance' within the SkillsActive Evidence Requirements and Assessment Guidance Level 3 Diploma in Playwork (NVQ)' available from SkillsActive.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence

BIIAB expects most appeals from learners to be resolved within the centre. BIIAB will only consider a learners appeal after the centre's internal appeals procedure has been fully exhausted. For full details of the BIIAB's appeals procedure please refer to www.biiab.org

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrices for the competence units
- a Learner Summative Reflection
- Access to the units

All of these resources are available for download via The Hub on centrezone.bii.org.

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via centrezone.bii.org

Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

12. Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

13. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

14. Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

15. Qualification Review and Feedback

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be reviewed and revised to ensure the approach remains appropriate and that it is fit for purpose.

16. Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please visit centrezone.biiab.org.

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Understand Relationships in the Play Environment PW21 3 3 20 A/602/1801	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand how to develop relationships with children and young people	1.1	Explain how the development of children and young people affects the way they relate to playworkers
	1.2	Evaluate different strategies for helping children and young people to feel welcome and valued in the play environment
	1.3	Explain what is meant by 'appropriate' and 'inappropriate' behaviour when a playworker interacts with children
	1.4	Explain why it is important to involve children and young people in decision making
	1.5	Evaluate different strategies that can be used to involve children and young people in decision making
	1.6	Explain how to negotiate with children and young people at different stages of development
	1.7	Explain different approaches that can be used to show children and young people that the playworker respects their individuality
2 Understand how to support communication with children and young people	2.1	Explain the importance of the playworker communicating clearly with children and young people
	2.2	Explain why it is important for children and young people to be able to ask questions, offer ideas and make suggestions in the play environment
	2.3	Explain the importance of listening to children and young people
	2.4	Explain different strategies that can be used to communicate with children and young people who have communication difficulties
3 Be able to support communication with children and young people	3.1	Demonstrate two-way communication with a range of children and young people
	3.2	Demonstrate behaviour that shows children and young people's ideas and feelings are valued
	3.3	Demonstrate different methods of supporting children and young people to communicate with others

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Understand Relationships in the Play Environment PW21 3 3 20 A/602/1801	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
<p>4 Understand how to support children and young people in developing relationships with others</p>	<p>4.1 4.2 4.3 4.4 4.5 4.6 4.7</p>	<p>Summarise different ways in which a playworker can help children and young people understand the value and importance of positive relationships with others</p> <p>Explain the importance of children and young people valuing and respecting other people’s individuality and feelings</p> <p>Summarise different strategies a playworker can use to help children and young people value and respect other people’s individuality and feelings</p> <p>Justify why it is important to be consistent and fair in when responding to behaviour in the play environment</p> <p>Summarise different strategies a playworker can use when responding to children and young people’s behaviour</p> <p>Explain why it is important for children and young people to be able to deal with conflict themselves</p> <p>Explain the types of support a playworker might need to give to help children and young people deal with conflict themselves</p>
<p>5 Understand how to communicate with adults</p>	<p>5.1 5.2 5.3 5.4 5.5</p>	<p>Explain why it is important to have positive relationships with adults in the play environment</p> <p>Explain the importance of clear communication with adults in the play environment</p> <p>Summarise different strategies the playworker can use to communicate with adults who have communication difficulties</p> <p>Evaluate types of situations that might lead to conflict between playworkers and other adults</p> <p>Explain different strategies the playworker can use to deal with conflict situations involving other adults</p>

Unit Title	Plan for and support children and young people's self-directed play	
BIIAB Reference	PW22	
Level	3	
Credit Value	4	
GLH	30	
Unit Reference No.	D/602/1807	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to collect information on children and young people's play needs and preferences	1.1	Collect information on children and young people's play using the following methods: <ul style="list-style-type: none"> • observing children and young people at play • interacting with children and young people
	1.2	Investigate the needs of children and young people who experience barriers to access
2 Be able to analyse information on children and young people's play needs and preferences	2.1	Analyse information about children and young people's play needs and preferences
	2.2	Take account of the needs of children and young people who experience barriers to access
	2.3	Take account of children and young people's ideas on their play needs and preferences
3 Be able to plan play spaces for children and young people's self-directed play	3.1	Identify a range of play spaces and resources that will meet the play needs of children and young people
	3.2	Plan the following play spaces that will meet the needs of children and young people and can be adapted by them to meet new needs: <ul style="list-style-type: none"> • physical • affective • transient • permanent
	3.3	Make sure play spaces provide for a range of different play types
4 Be able to prepare play spaces for children and young people's self-directed play	4.1	Obtain the resources needed for planned play spaces
	4.2	Work within available budgets to prepare play spaces
	4.3	Find creative ways of obtaining or making resources
	4.4	Create planned play spaces with children and young people's involvement
	4.5	Ensure play spaces are accessible for all the children and young people who take part
	4.6	Ensure play spaces meet health and safety requirements

Unit Title	Plan for and support children and young people's self-directed play	
BIIAB Reference	PW22	
Level	3	
Credit Value	4	
GLH	30	
Unit Reference No.	D/602/1807	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
5 Be able to support children and young people's self-directed play	5.1	Encourage children and young people to choose and explore a range of play spaces for themselves
	5.2	Provide support to children and young people in their exploration of play spaces
	5.3	Leave the content and intent of play to the children and young people
	5.4	Enable play to occur uninterrupted
	5.5	Enable children and young people to explore their own values when playing
	5.6	Ensure children and young people can develop their own play
	5.7	Respond to play cues according to the stage of the play cycle
6 Be able to support children and young people to manage risk during self-directed play	6.1	Allow children and young people to experience and explore risk during play
	6.2	Identify the following types of risk when they occur: <ul style="list-style-type: none"> • physical • emotional • behavioural • environmental
	6.3	Assess the risks posed by hazards in a way that is sensitive to the children and young people involved
	6.4	Raise children and young people's awareness of hazards and how to manage risk for themselves
	6.5	Balance the risks involved in self-directed play with the benefits of challenge and stimulation
	6.6	Intervene in self-directed play only when the level of risk becomes unacceptable

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Understand Health, Safety and Security in the Play Environment PW23 3 2 15 F/602/1802	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the requirements for health, safety and security in the play environment	1.1 1.2 1.3	Summarise the statutory and regulatory requirements covering the health, safety and security in a play environment for: <ul style="list-style-type: none"> • children and young people • workers • families and visitors Explain the regulations covering manual handling and the risks associated with lifting and carrying children Explain how child development affects health, safety and security arrangements in a play environment
2 Understand health, safety and security procedures in a play setting	2.1 2.2 2.3	Explain the procedures to follow for safety checking the following in a play environment: <ul style="list-style-type: none"> • facilities • equipment • toilets • washing areas • movement and activity of children and young people Explain the security procedures to follow for the arrival and departure of children and young people at a play environment Explain the procedures for the storage and administration of medicines at a play environment
3 Understand how to assess risk in a play environment	3.1 3.2	Explain the theories and models of risk assessment that are used for the following: <ul style="list-style-type: none"> • indoor play environment • outdoor play environment • outings Explain the difference between formal and informal risk assessments

Unit Title	Understand Health, Safety and Security in the Play Environment	
BIIAB Reference	PW23	
Level	3	
Credit Value	2	
GLH	15	
Unit Reference No.	F/602/1802	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
4 Understand how to respond to accidents and other emergencies in a play environment	4.1	Explain the procedures to follow to record and report accidents and incidents
	4.2	Explain the required contents of a first aid kit
	4.3	Explain how to respond to a range of situations involving accidents and injuries, taking account of the age of the children and young people involved
	4.4	Describe the signs and symptoms of the common types of childhood illnesses and allergies that a playworker is likely to encounter
	4.5	Explain appropriate responses to a range of common childhood illnesses and allergies
	4.6	Evaluate the emergency procedures in a play environment for: <ul style="list-style-type: none"> • fire • missing children • evacuation
5 Understand hygiene practices in a play environment	5.1	Explain good hygiene practices in relation to: <ul style="list-style-type: none"> • cross infection • systems for the disposal of different types of waste • food handling • handling bodily fluids • issues concerning the spread of HIV and hepatitis

Unit Title	Understand Playwork Principles	
BIIAB Reference	PW24	
Level	3	
Credit Value	4	
GLH	35	
Unit Reference No.	J/602/1798	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the role of, and need for, play	1.1	Explain the innate drive for children and young people to play
	1.2	Analyse how play is necessary for all children and young people's development and well being
	1.3	Explain what is meant by play being a biological, psychological, sociological necessity
2 Understand children and young people's rights in relation to play	2.1	Evaluate the importance of the UN Convention on the Rights of the Child in relation to play provision
	2.2	Explain how playwork organisations seek to meet the rights of all children and young people for play
3 Understand the role of the playwork team in supporting children and young people's play	3.1	Explain the importance of a team approach to supporting children and young people to create play spaces
	3.2	Explain the role of playworkers acting as advocates for play
	3.3	Evaluate different interventions a playwork team can use to support children and young people's play
	3.4	Explain the importance of balancing the needs and rights of individual children and young people with the needs and rights of others
	3.5	Evaluate the impact of playworkers on the play space
	3.6	Evaluate the impact of children and young people's play on members of the playwork team
	3.7	Explain the concept of reflective practice in the context of a playwork team

Unit Title	Understand How to Plan for and Support Children and Young People's Self-Directed Play	
BIIAB Reference	PW25	
Level	3	
Credit Value	5	
GLH	40	
Unit Reference No.	J/602/1803	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand how to plan for children and young people's self-directed play	1.1	Explain why it is important to identify children and young people's play needs and preferences
	1.2	Explain how the development of children and young people affects their play needs and preferences
	1.3	Evaluate a range of methods for consulting with children and young people on their play needs and preferences
	1.4	Summarise the types of indicators and objectives that can be used to evaluate play provision
2 Understand how to create play spaces for children and young people's self-directed play	2.1	Explain how to create the following types of play spaces: physical, transient affective, permanent
	2.2	Explain how these play spaces could offer opportunities for a range of play experiences
	2.3	Explain why it is important to create play spaces that children and young people can adapt to their own needs
	2.4	Explain how to obtain and create resources for play spaces
	2.5	Explain how to work with children and young people in the creation of play spaces
3 Understand how to support children and young people's self-directed play	3.1	Explain why it is important for children and young people to choose and explore play spaces for themselves
	3.2	Explain how to decide when is the appropriate time to provide support during children and young people's play
	3.3	Explain why it is important to leave the content and intent of play to children and young people
	3.4	Explain why it is important to allow play to continue uninterrupted
	3.5	Explain why it is important not to show children and young people 'better ways' of doing things, unless they ask
	3.6	Explain how to identify and respond to a play cue
4 Understand how to help children and young people manage risk during play	4.1	Justify why it is important to encourage and support acceptable risk taking during self-directed play
	4.2	Explain the levels of risk that are acceptable according to a play organisation's policies and procedures
	4.3	Explain how the development of children and young people affects the assessment and management of risk during self-directed play
	4.4	Evaluate different strategies for enabling children and young people to manage risk for themselves

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Understand Children and Young People’s Self-Directed Play PW26 3 5 35 L/602/1799
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the nature of freely chosen, self-directed play	1.1 Explain the characteristics of freely chosen, self-directed play 1.2 Explain the importance of observation to analyse children and young people’s play 1.3 Explain why it is important to collect information other than by observation in order to analyse children and young people’s play preferences
2 Understand the key concepts involved in children and young people’s play	2.1 Explain the following terms, giving an example for each: <ul style="list-style-type: none"> • play needs and play preferences • the play cycle and its component parts • loose parts • play spaces 2.2 List the 16 play types and give examples for each
3 Understand how to balance requirements for health, safety and welfare with the need for stimulation, challenge and risk	3.1 Summarise the main health, safety and security requirements that apply to a play environment 3.2 Explain the benefits of risk, stimulation and challenge during children and young people’s play 3.3 Explain the concept of acceptable and unacceptable risk in the context of all children and young people’s play 3.4 Evaluate the different approaches to managing risk and risk benefit analysis during children and young people’s play 3.5 Explain the value of enabling children and young people to manage risk for themselves 3.6 Explain how playwork organisations seek to balance the health, safety and security of the play environment with children and young people’s need for stimulation, risk and challenge
4 Be able to reflect on children and young people’s play	4.1 Observe play in a way that is sensitive to the children and young people involved 4.2 Reflect on observations of children and young people’s play 4.3 Collect further information about children and young people’s play and play preferences 4.4 Identify a range of different play types from own observations 4.5 Evaluate the impact of adult intervention on children and young people’s play

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Develop and maintain a healthy, safe and secure play environment for children and young people PW27 3 3 25 R/602/1805	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to establish a healthy, safe and secure environment for children and young people	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8	Evaluate up-to-date and accurate information about the health, safety and security requirements of the play environment Identify hazards in a play environment Remove hazards that can be eliminated Assess levels of risk for hazards that cannot be eliminated Establish procedures for managing the risks associated with hazards that cannot be eliminated Make sure all children, young people and adults using the play environment have information about the health, safety and security procedures that are relevant to them Review health, safety and security procedures in line with changing circumstances and requirements and to make improvements Keep records of hazard identification, risk assessments and health, safety and security procedures
2 Be able to maintain a healthy, safe and secure environment for children and young people	2.1 2.2 2.3 2.4 2.5 2.6	Assess the health, safety and security of a play environment before, during and following work activities Make sure children, young people and adults using a play environment follow the health, safety and security procedures Provide support, when necessary, to help children, young people and adults to follow the relevant health, safety and security procedures Maintain supervision of children and young people as appropriate to the levels of risk and the individual children and young people involved Support children and young people to manage risk for themselves Support children and young people's awareness of their own and others' safety and their personal responsibility for the health, safety and security of others

Unit Title	Develop and maintain a healthy, safe and secure play environment for children and young people	
BIIAB Reference	PW27	
Level	3	
Credit Value	3	
GLH	25	
Unit Reference No.	R/602/1805	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
3 Be able to implement procedures for accidents, injuries, illnesses and other emergencies	3.1	Make sure that accidents, injuries, signs of illness and other emergencies are identified when they occur
	3.2	Follow a play environment's procedures to deal with accidents, injuries, signs of illness and other emergencies
	3.3	Ensure that self and others are not put at unnecessary risk
	3.4	Provide comfort and reassurance to those involved
	3.5	Ensure first aid and medication are provided according to legal requirements and the play environment's procedures
	3.6	Follow the legal requirements and play environment's procedures for recording and reporting accidents, illnesses, injuries, signs of illness and other emergencies

Unit Title	Understand the Organisational Framework for Play	
BIIAB Reference	PW28	
Level	3	
Credit Value	4	
GLH	35	
Unit Reference No.	T/602/1800	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the rights of children and young people in a playwork context	1.1	Summarise the key legal requirements covering the rights of children and young people and those who care for them in a play context
	1.2	Explain the importance of the play environment having policies and procedures that reflect legal requirements
	1.3	Evaluate different theories and models of good practice relating to inclusion
	1.4	Explain how to recognise attitudinal, environmental and institutional barriers to inclusion in a play environment
	1.5	Explain how to promote children and young people's rights in the play environment
	1.6	Clarify the difference between separate, segregated, integrated and inclusive play provision
2 Understand how to contribute to strategies, policies and procedures that reflect children and young people's rights	2.1	Evaluate a playwork organisation's strategies, policies and procedures in relation to the children and young people's rights
	2.2	Explain how to develop policies and procedures for a play environment to cover: <ul style="list-style-type: none"> • play and social activities • health and safety • anti-discriminatory practice • child protection and bullying • responding to behaviour
	2.3	Explain how to ensure that policies and procedures are put into practice
	2.4	Clarify the importance of reviewing policies and procedures
	2.5	Explain how to review policies and procedures

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Develop and promote positive relationships in a play environment PW29 3 3 22 Y/602/1806	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to develop relationships with children and young people in a play environment	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8	Interact with children and young people in a way that helps them feel welcome and valued in the play environment Adapt own behaviour to the age, needs and abilities of individual children and young people Negotiate with children and young people about their needs and preferences Involve children and young people in decision making as appropriate to them and their individual development Apply anti-discriminatory practice in relationships with children and young people Maintain appropriate behaviour when working with children and young people Give attention to individual children and young people in a way that is fair to them and the group as a whole Respect confidential information about children and young people
2 Be able to communicate with children and young people in a play environment	2.1 2.2 2.3 2.4 2.5 2.6	Communicate with children and young people in a way that is appropriate to their individual needs and abilities Listen to children and young people Respond to what children and young people communicate in a way that shows they are valued Ask children and young people relevant questions to clarify and confirm points Encourage children and young people to ask questions, offer ideas and make suggestions Adapt communication methods in response to communication difficulties with children and young people

Unit Title	Develop and promote positive relationships in a play environment	
BIIAB Reference	PW29	
Level	3	
Credit Value	3	
GLH	22	
Unit Reference No.	Y/602/1806	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
3 Be able to support children and young people in developing relationships in the play environment	3.1	Support children and young people in developing agreements about ways of behaving in the play environment and how these will be put into effect
	3.2	Support children and young people in understanding other people's feelings
	3.3	Support children and young people who have been upset by others
	3.4	Support children and young people to resolve conflict themselves
	3.5	Support other adults to develop positive relationships with children and young people in the play environment
4 Be able to communicate with adults in the play environment	4.1	Communicate with adults politely and courteously and in a way that is appropriate to them
	4.2	Show respect for adults' individuality, needs and preferences
	4.3	Respond to adults' requests for information accurately within agreed boundaries of confidentiality
	4.4	Actively listen to adults, asking questions and clarifying points when necessary
	4.5	Adapt communication methods in response to communication difficulties with adults
	4.6	Handle disagreements with adults in a way that will maintain positive working relationships

Unit Title	Contribute to an organisational framework that reflects the needs and protects the rights of children and young people	
BIIAB Reference	PW30	
Level	3	
Credit Value	4	
GLH	30	
Unit Reference No.	L/602/1804	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
4 Be able to promote a diverse and inclusive play environment	4.1	Make sure a play environment reflects and promotes diversity and inclusion
	4.2	Promote the play environment to children and young people who may experience barriers to participation
	4.3	Provide children and young people who may experience barriers to participation with appropriate support
	4.4	Provide a positive role model for issues to do with inclusion and diversity
	4.5	Provide opportunities for children and young people to understand and value diversity and inclusion
	4.6	Promote diversity and inclusion to colleagues and other relevant adults, providing support where necessary
	4.7	Deal with words and behaviour that challenge diversity and inclusion in a way appropriate to the people involved

Unit Title	Understand How to Safeguard the Wellbeing of Children and Young People	
BIIAB Reference	3CYPW03	
Level	3	
Credit Value	3	
GLH	25	
Unit Reference No.	Y/601/1695	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people	1.1	Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people
	1.2	Explain child protection within the wider concept of safeguarding children and young people
	1.3	Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people
	1.4	Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice
	1.5	Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing
2 Understand the importance of working in partnership with other organisations to safeguard children and young people	2.1	Explain the importance of safeguarding children and young people
	2.2	Explain the importance of a child or young person centred approach
	2.3	Explain what is meant by partnership working in the context of safeguarding
	2.4	Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed
3 Understand the importance of ensuring children and young people's safety and protection in the work setting	3.1	Explain why it is important to ensure children and young people are protected from harm within the work setting
	3.2	Explain policies and procedures that are in place to protect children and young people and adults who work with them
	3.3	Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected
	3.4	Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits

Unit Title	Understand How to Safeguard the Wellbeing of Children and Young People	
BIIAB Reference	3CYPW03	
Level	3	
Credit Value	3	
GLH	25	
Unit Reference No.	Y/601/1695	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
4 Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	4.1	Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
	4.2	Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
	4.3	Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged
5 Understand how to respond to evidence or concerns that a child or young person has been bullied	5.1	Explain different types of bullying and the potential effects on children and young people
	5.2	Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place
	5.3	Explain how to support a child or young person and/or their family when bullying is suspected or alleged
6 Understand how to work with children and young people to support their safety and wellbeing	6.1	Explain how to support children and young people's self-confidence and self-esteem
	6.2	Analyse the importance of supporting resilience in children and young people
	6.3	Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety
	6.4	Explain ways of empowering children and young people to make positive and informed choices that support their well-being and safety
7 Understand the importance of e-safety for children and young people	7.1	Explain the risks and possible consequences for children and young people of being online and of using a mobile phone
	7.2	Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> • social networking • internet use • buying online • using a mobile phone

Additional information	
Learning Outcome 1	<p>Social, economic and cultural factors e.g.:</p> <ul style="list-style-type: none"> • personal choice • being in care system • poverty • housing and community • educational environment • offending or anti-social behaviour • health status of self or family member • disability • health support (GP, health clinic, access to A&E etc) • addictions in family or self • bereavement and loss • family expectations and encouragement • religious beliefs and customs • ethnic/cultural beliefs and customs • marginalisation and exclusion
Assessment Criterion 2.1 Learning Outcomes 3, 4	<p>Positive outcomes for children and young people e.g.:</p> <ul style="list-style-type: none"> • be healthy • stay safe • enjoy and achieve • make a positive contribution • achieve economic well-being
Assessment Criterion 3.4	<p>Types of support e.g.:</p> <ul style="list-style-type: none"> • speech and language therapy • support from health professionals • additional learning support • assistive technology • specialised services

Unit Title	Understand How to Support Positive Outcomes for Children and Young People	
BIIAB Reference	3CYPW07	
Level	3	
Credit Value	3	
GLH	25	
Unit Reference No.	M/601/1699	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people	1.1	Describe the social, economic and cultural factors that will impact on the lives of children and young people
	1.2	Explain the importance and impact of poverty on outcomes and life chances for children and young people
	1.3	Explain the role of children and young people's personal choices and experiences on their outcomes and life chances
2 Understand how practitioners can make a positive difference in outcomes for children and young people	2.1	Identify the positive outcomes for children and young people that practitioners should be striving to achieve
	2.2	Explain the importance of designing services around the needs of children and young people
	2.3	Explain the importance of active participation of children and young people in decisions affecting their lives
	2.4	Explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives
3 Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people	3.1	Explain the potential impact of disability on the outcomes and life chances of children and young people
	3.2	Explain the importance of positive attitudes towards disability and specific requirements
	3.3	Explain the social and medical models of disability and the impact of each on practice
	3.4	Explain the different types of support that are available for disabled children and young people and those with specific requirements
4 Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people	4.1	Explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people
	4.2	Compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes

Assessment Requirements
This unit should be assessed in line with the Skills for Care and Development Assessment Principles.

Additional information	
Learning Outcome 1	<p>Social, economic and cultural factors e.g.:</p> <ul style="list-style-type: none"> • personal choice • being in care system • poverty • housing and community • educational environment • offending or anti-social behaviour • health status of self or family member • disability • health support (GP, health clinic, access to A&E etc) • addictions in family or self • bereavement and loss • family expectations and encouragement • religious beliefs and customs • ethnic/cultural beliefs and customs • marginalisation and exclusion
Assessment Criterion 2.1 Learning Outcomes 3, 4	<p>Positive outcomes for children and young people e.g.:</p> <ul style="list-style-type: none"> • be healthy • stay safe • enjoy and achieve • make a positive contribution • achieve economic well-being
Assessment Criterion 3.4	<p>Types of support e.g.:</p> <ul style="list-style-type: none"> • speech and language therapy • support from health professionals • additional learning support • assistive technology • specialised services

Unit Title	Engage in personal development in health, social care or children's and young people's settings	
BIIAB Reference	CA138	
Level	3	
Credit Value	3	
GLH	10	
Unit Reference No.	A/601/1429	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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
	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

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care Assessment Principles.

Learner Summative Reflection



The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provided below and sign and date the document. Alternatively you and your assessor may wish to record your reflection on a voice recorder.

Learner Name: _____

Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

Learner Reflection

Learner Signature: _____

Date: _____

Assessor Signature: _____

Date: _____

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