

Overview

This standard is about collecting and analysing information, and then using it to inform you on making important decisions. This standard could cover a very wide range of activities such as carrying out customer surveys to decide on whether to alter certain services, analysing the use of facilities to decide whether more effective use could be made of them, analysing jobs to decide what types of skills, knowledge and experience your staff should have, looking at journals and researching the local market to decide whether to introduce new services, or collecting and analysing financial information to develop a business plan.

The main outcomes of this standard are:

1. obtain information for making decisions
2. analyse information to support making decisions
3. advise and inform others about decisions made

This standard is for an individual working within playwork, operating at management levels in a variety of cross-sector positions; working in a role that includes managing a number of playwork settings whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. They will be responsible for the operational running of these playwork settings, and for numerous staff and their welfare.

This standard is underpinned by The Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Performance criteria

You must be able to:

Obtain information for making decisions

1. collect **information** to support your choice about the **systems and procedures requiring decisions**
2. undertake **research** to obtain **information** that will support making decisions and that meets legal and organisational policies and procedures
3. arrange, record and store the **information** in accordance with legal and organisational policies and procedures

Analyse information to support making decisions

4. analyse **information** to enable reaching reliable decisions
5. keep records of the **analysis** that are sufficient to show the assumptions and decisions made at each stage
6. differentiate between fact and opinion when drawing conclusions on the results of the **analysis**
7. draw conclusions from the **analysis** with reasoned argument and appropriate evidence

Advise and inform others about decisions made

8. **communicate** your decisions to **others** in accordance with your organisational policies and procedures
9. provide evidence from your findings to show how you reached your decisions
10. confirm that **others** are aware of the judgements you have reached in relation to **systems and procedures requiring decisions**
11. make recommendations for improvements to **systems and procedures requiring decisions** to the relevant people
12. monitor **others** to ensure that your systems and procedures are being followed
13. use feedback from **others** to improve future provision of **systems and procedures requiring decisions**

Make decisions in the playwork setting

Knowledge and understanding

You need to know and understand:

Obtain information for making decisions

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. how to judge the quality of **information** required to support making decisions in different contexts
3. **research** sources that are capable of informing your choices in relation to **systems and procedures requiring decisions**
4. **research** methods and their advantages and disadvantages
5. how to identify findings that may be contradictory, ambiguous or inadequate and how to deal with these problems
6. different methods of recording and storing your findings and their advantages and disadvantages, in accordance with organisational policies and legal requirements

Analyse information to support making decisions

7. the importance of effective research and management of your findings
9. the difference between fact and opinion and how to identify these when drawing conclusions to make decisions
10. the importance of supporting your conclusions and decisions with reasoned argument and appropriate evidence

Advise and inform others about decisions made

11. the different formats for presenting qualitative and quantitative **information**
12. how to **communicate** your decision to **others** in a format suitable for the recipients
13. methods of monitoring and encouraging **others** to enable them to follow your decisions
14. why it is important to seek feedback from **others**
15. why it is important to provide opportunities for team members to make recommendations on improvements to **systems and procedures requiring decisions**

Make decisions in the playwork setting

**Scope/range related
to performance
criteria**

1. accurate
2. current
3. relevant
4. sufficient
5. consistent
6. unambiguous

Systems and procedures requiring decisions (*minimum of 3 out of 4*)

1. organisation wide
2. specific to you and your team
3. in response to a request
4. on your own initiative

Research

1. qualitative
2. quantitative
3. reliable
4. effective
5. wide-ranging
6. efficient use of resources
7. current

Analysis

1. formal and planned
2. informal and ad hoc

Communicate

1. verbally
2. in writing

Others (*minimum of 2 out of 3*)

1. colleagues working at the same level
2. higher level managers and sponsors

3. external people

Make decisions in the playwork setting

Scope/range related to knowledge and understanding **Information**

1. accurate
2. current
3. relevant
4. sufficient
5. consistent
6. unambiguous

Research

1. qualitative
2. quantitative
3. reliable
4. effective
5. wide-ranging
6. efficient use of resources
7. current

Systems and procedures requiring decisions

1. organisation wide
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Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

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

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Make decisions in the playwork setting

Developed by	SkillsActive
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Originating Organisation	SkillsActive
Original URN	New
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	decision making; playwork setting

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Lead practice that promotes the safeguarding of children and young people



Overview

This standard identifies the requirements associated with safeguarding which must permeate all your work with children and young people. The standard addresses the need to establish your own understanding and that of others about safeguarding and what you and others must do in cases of actual or potential harm or abuse. The requirements also include supporting the development of relationships that promote safeguarding and leading practices that support the rights, inclusion and wellbeing of children and young people and staying safe.

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Performance criteria

Maintain your own and others' understanding of harm, abuse and safeguarding

You must be able to:

- P1 work with children and young people, **key people** and **others** to identify factors, situations and actions that may cause or lead to **harm and abuse**
- P2 ensure that others can access and understand information about signs and symptoms that may indicate that a child or young person has been, or is in danger of being, harmed or abused
- P3 demonstrate understanding of legal requirements, local procedures and your own accountability where there are concerns that a child or young person has been, or is in danger of being, harmed or abused
- P4 ensure that others can access and understand information about legal requirements, local procedures and their own accountability where there are concerns that a child or young person has been, or is in danger of being, harmed or abused
- P5 demonstrate understanding of the actions you need to take when harm or abuse is suspected or has been disclosed, in line with local procedures and the responsibilities and boundaries of your role
- P6 demonstrate own understanding of the role of different agencies and the central place of multi-agency working in the **safeguarding** of children and young people
- P7 ensure that others can access information about and understand the role of different agencies and the central place of multi-agency working in the safeguarding of children and young people
- P8 ensure that others can access information about and understand who can have access to information about suspected harm or abuse
- P9 ensure that others can access information about and understand how to avoid actions and statements that could adversely affect the use of evidence in future investigations or court, whilst giving priority to the protection of the child or young person
- P10 access support and training for yourself and others who are involved in safeguarding children and young people
- P11 reflect on your own behaviour and values to ensure that they do not contribute to situations, actions or behaviour that may be harmful or abusive

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Lead practices that help to safeguard children and young people from harm or abuse

You must be able to:

- P12 take immediate action, following organisational procedures where you or others observe signs or symptoms of harm or abuse or where this has been disclosed
- P13 ensure that records and reports are detailed, accurate, timed, dated and signed, are within confidentiality agreements and written according to organisational procedures and legal requirements, avoiding the use of statements that could adversely affect the use of evidence in future investigations and in court
- P14 pass on reports and information about suspected or disclosed harm or abuse within confidentiality agreements and according to legal, organisational, interagency and partnership requirements
- P15 monitor the effectiveness of systems to safeguard children and young people and minimise risks of harm or abuse
- P16 work with, key people and others to identify the strengths of current systems for safeguarding and highlight areas that need improving
- P17 use supervision and support to consider the impact on yourself and other people of suspected or disclosed harm or abuse

Lead practices that support the development of relationships that promote safeguarding

You must be able to:

- P18 establish **relationships** that support trust and rapport with children and young people and key people
- P19 establish relationships in which children and young people and key people are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
- P20 lead on the development of a culture and environment in which children and young people are able to express their fears, anxieties and concerns without worry of ridicule, rejection or retribution
- P21 ensure that others use children and young people's preferred **communication** methods and language
- P22 explain to children and young people and key people your responsibilities and the responsibilities of others to disclose any information about potential or actual harm or abuse
- P23 maintain confidentiality within the boundaries of your own role and the safeguarding of children and young people
- P24 ensure that others maintain confidentiality within the boundaries of

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their own role and the safeguarding of children and young people

Lead practices that promote the rights, inclusion and well being of children and young people

You must be able to:

- P25 lead **child centred** practice in work with children and young people
- P26 lead practice that supports children and young people to maximise their participation, decision making, independence and responsibilities
- P27 provide information about rights and responsibilities to children and young people and key people in a format that is appropriate to their age, abilities and level of development and understanding
- P28 work in partnership with children and young people, key people and others to promote the child or young person's rights to be involved in decisions about their lives and wellbeing
- P29 support children and young people and key people to communicate their views and preferences
- P30 lead practice that recognises and respects children and young people's **background** and preferences
- P31 take appropriate steps when the behaviour and actions of others are discriminatory
- P32 lead practice that supports children and young people, key people and others to work in ways that balance rights, responsibilities and risks
- P33 lead practice that promotes the self esteem, confidence and resilience of children and young people
- P34 develop solutions to deal with conflicts or dilemmas when promoting the rights, responsibilities, inclusion and well-being of children and young people
- P35 seek support when there are conflicts or dilemmas that are outside the scope of your responsibility and competence or where these cannot be resolved

Lead practice that supports children and young people to keep themselves safe

You must be able to:

- P36 lead practice that provides the necessary protection for children and young people
- P37 work with children and young people, key people and others to

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Lead practice that promotes the safeguarding of children and young people

- identify situations that may lead to harm or abuse
- P38 lead practice that recognises the vulnerability of children and young people to visual, written and **electronic communications** and media
- P39 work with children and young people, key people and others to identify what needs to be in place to avoid situations that may lead to harm or abuse
- P40 lead practice that sets and maintains fair, safe, consistent and understandable boundaries for children and young people
- P41 lead practice that supports children and young people to understand the causes and impacts of bullying and actions to take if it occurs
- P42 lead practice that supports children and young people to recognise when the behaviour towards them of any child, young person or adult is inappropriate or unacceptable
- P43 lead practice that challenges behaviour or actions that may result in harm or abuse
- P44 support children and young people, key people and others to express concerns or make complaints
- P45 act upon concerns or complaints in ways that are open, fair and consistent within legal and organisational requirements

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Knowledge and understanding

You need to know and understand:

Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so
- K6 conflicts and dilemmas that may arise in relation to rights and how to address them

Your practice

You need to know and understand:

- K7 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K8 your own background, experiences and beliefs that may have an impact on your practice
- K9 your own roles, responsibilities and accountabilities with their limits and boundaries
- K10 the roles, responsibilities and accountabilities of others with whom you work
- K11 how to access and work to procedures and agreed ways of working
- K12 the meaning of person-centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K13 the prime importance of the interests and well-being of children and young people
- K14 the child or young person's cultural and language context
- K15 how to build trust and rapport in a relationship
- K16 how your power and influence as a worker can impact on relationships
- K17 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K18 how to work in partnership with children and young people, key

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people and others

K19 how to manage ethical conflicts and dilemmas in your work

K20 how to challenge poor practice

K21 how and when to seek support in situations beyond your experience and expertise

Theory

You need to know and understand:

K22 The nature and impact of **factors that may affect the health, wellbeing and development** of children or young people you care for or support

K23 theories underpinning our understanding of child development and factors that affect it

K24 theories about attachment and its impact on children and young people

Personal and professional development

You need to know and understand:

K25 principles of reflective practice and why it is important

K26 your role in developing the professional knowledge and practice of others

K27 how to promote evidence based practice

Communication

You need to know and understand:

K28 factors that can affect communication and language skills and their development in children and young people

K29 methods to promote effective communication and enable children and young people to communicate their needs, views and preferences

Health and Safety

You need to know and understand:

K30 legal and statutory requirements for health and safety

K31 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K32 practices for the prevention and control of infection in the context of this standard

Safeguarding

You need to know and understand:

K33 legislation and national policy relating to the safe-guarding and

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Lead practice that promotes the safeguarding of children and young people

- protection of children and young people
- K34 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K35 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K36 what to do if you have reported concerns but no action is taken to address them
- K37 local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse

You need to know and understand:

Multi-disciplinary working

- K38 the purpose of working with other professionals and agencies
- K39 the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

Handling information

You need to know and understand:

- K40 legal requirements, policies and procedures for the security and confidentiality of information
- K41 legal and work setting requirements for recording information and producing reports
- K42 principles of confidentiality and when to pass on otherwise confidential information
- K43 how to record written information with accuracy, clarity, relevance and an appropriate level of detail
- K44 how and where ICT can and should be used for communicating, recording and reporting

Leading practice

You need to know and understand:

- K45 theories about leadership
- K46 standards of practice, service standards and guidance relating to the work setting
- K47 national and local initiatives to promote the well-being of children and young people
- K48 lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
- K49 methods of supporting others to work with and support children and young people, key people and others
- K50 how to contribute to the development of systems, practices, policies

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- and procedures
- K51 techniques for problem solving and innovative thinking

Risk management

You need to know and understand:

- K52 principles of risk assessment and risk management
- K53 principles of positive risk-taking

Specific to this NOS

You need to know and understand:

- K54 how and where to access literature, information, advice and support to inform your knowledge and practice to safeguard children and young people
- K55 **types of harm and abuse**
- K56 **factors that may make someone more vulnerable** to harm or abuse
- K57 common features of perpetrator behaviour and grooming
- K58 correct actions to take if harm or abuse is suspected, disclosed or alleged
- K59 how to protect yourself and others from harm and abuse when in a work setting or working alone

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Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

A child or young person's **background** is their unique mix of personal experiences, history, culture, beliefs, preferences, family relationships, informal networks and community.

Child centred approaches are those that fully recognise the uniqueness of the child or young person and establish this as the basis for the planning and delivery of care and support

Communication may include using the child or young person's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non verbal forms of communication, human and technological aids to communication

Electronic communications may include the use of mobile phones and the internet, including social networking sites

Harm and abuse may include neglect; physical, emotional and sexual abuse; financial abuse; bullying; self harm; reckless behaviour

Key people are those who are important to a child or young person and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the child or young person has a supportive relationship.

Others are your colleagues and other professionals whose work contributes to the child or young person's well-being and who enable you to carry out your role

Relationships may include those developed over a period of time or those established in a situation where immediate care or support is required

Safeguarding is working with individuals, children, young people and their families to take all reasonable measures to ensure that the risks of harm are minimised and where there are concerns about the welfare of individuals or children and young people, appropriate action is taken to address those concerns working to National policies and guidance and to agreed local

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Lead practice that promotes the safeguarding of children and young people

policies and procedures in full partnership with local agencies

Scope/range related to knowledge and understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; foetal alcohol syndrome; family circumstances; discrimination; domestic violence; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

Factors that may make someone more vulnerable may relate to the child or young person, to their personal circumstances including family issues or disrupted relationships, to the work setting or to particular ways of working.

Types of harm or abuse may include physical abuse, emotional abuse, sexual abuse, financial abuse, neglect, institutional abuse, bullying, abuse relating to social networking media.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

To be treated as an individual

To be treated equally and not be discriminated against

To be respected

To have privacy

To be treated in a dignified way

To be protected from danger and harm

To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

To communicate using their preferred methods of communication and language

To access information about themselves

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Lead practice that promotes the safeguarding of children and young people

Developed by	Skills for Care & Development
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Date approved	March 2012
Indicative review date	August 2014
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Originating organisation	Skills for Care & Development
Original URN	HSC44
Relevant occupations	Health, Public Services and Care; Health and Social Care; Associate Professionals and Technical Occupations; Health and Social Services Officers; Health Associate Professionals; Personal Service Occupations; Healthcare and Related Personal Services
Suite	Health and Social Care
Key words	produce, evaluate, amend

Overview

This standard is about recruiting and selecting people to undertake identified activities or work roles within your area of responsibility.

This standard is not intended for human resources specialists. It is relevant to managers and leaders who are responsible for recruiting and selecting people for their organisation or their particular area of responsibility.

This standard links closely to *CFAM&LDA1 Plan the workforce* and *CFAM&LDA2 Induct individuals into their roles*.

Performance criteria

- You must be able to:*
- P1 Engage appropriate people within your organisation and other key stakeholders in recruiting and selecting people.
 - P2 Ensure you comply with your organisation's recruitment and selection policies and procedures.
 - P3 Seek and make use of specialist resources, where required.
 - P4 Review, on a regular basis, the work required in your area of responsibility, identifying any shortfall in the number of people or their knowledge, skills and competence.
 - P5 Identify and evaluate the options for addressing any identified shortfalls and decide on the best options to follow.
 - P6 Ensure the availability of up-to-date job descriptions and person specifications where there is a need to recruit.
 - P7 Establish the stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved.
 - P8 Ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants.
 - P9 Draw up fair, clear and appropriate criteria for assessing and selecting applicants, taking into account their knowledge, skills and competence and their potential to work effectively with colleagues.
 - P10 Ensure the recruitment and selection process is carried out fairly, consistently and effectively.
 - P11 Keep applicants fully informed about the progress of their applications, in line with organisational policy.
 - P12 Offer positions to applicants who best meet the selection criteria.
 - P13 Provide clear, accurate and constructive feedback to unsuccessful applicants, in line with organisational policy.
 - P14 Evaluate whether the recruitment and selection process has been successful and identify any areas for improvements.
 - P15 Seek to provide work opportunities that challenge individuals to make effective use of their knowledge, skills and competences and develop their potential.

CFAM&LDA2

Recruit, select and retain people

- P16 Review individuals' performance and development systematically and provide feedback designed to improve their performance.
- P17 Recognise individuals' performance and recognise their achievements in line with your organisation's policy.
- P18 Help individuals appreciate the opportunities for career and professional development within the organisation and to take advantage of them.
- P19 Provide opportunities for individuals to discuss issues about their work or development with you.
- P20 Identify when individuals are dissatisfied with their work or development and seek with them solutions that meet both the individual's and organisation's needs.
- P21 Recognise when individuals' values, motivations and aspirations are incompatible with your organisation's vision, objectives and values and seek alternative solutions with the individuals concerned.
- P22 Discuss their reasons with individuals planning to leave your organisation and seek to resolve any issues or misunderstandings.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 How to engage employees and other stakeholders in recruitment, selection and retention activities.
- K2 How to review the workload in your area in order to identify shortfalls in the number of colleagues and the pool of knowledge, skills and competence.
- K3 How to identify actual skills and avoid stereotyping with regard to skills levels and work ethics.
- K4 Different options for addressing identified shortfalls and their associated advantages and disadvantages.
- K5 What job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them.
- K6 Different stages in the recruitment and selection process and why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved.
- K7 Different recruitment and selection methods and their associated advantages and disadvantages.
- K8 Why it is important to give fair, clear and accurate information on vacancies to potential applicants.
- K9 How cultural differences in language, body language, tone of voice and dress can differ from expectations.
- K10 How to measure applicants' competence and capability and assess whether they meet the stated requirements of the vacancy.
- K11 How to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues.
- K12 The importance of keeping applicants informed about progress and how to do so.
- K13 The importance of providing clear, accurate and constructive feedback to unsuccessful applicants and how to do so.
- K14 How to review the effectiveness of recruitment and selection in your area.
- K15 Active listening and questioning techniques.

CFAM&LDA2

Recruit, select and retain people

- K16 The importance of recognising individual performance and how to do so.
- K17 The importance of providing opportunities for individuals to discuss issues with you.
- K18 Alternative solutions that may be deployed when individuals' values, motivations and aspirations are incompatible with their work or your organisation's vision, objectives and values.
- K19 The importance of understanding the reasons why individuals are leaving an organisation.

Industry/sector specific knowledge and understanding

You need to know and understand:

- K20 Recruitment and selection issues and specific initiatives and arrangements within the industry/sector.
- K21 Working culture and practices of the industry/sector.

Context specific knowledge and understanding

You need to know and understand:

- K22 Individuals within your area of responsibility, their roles, responsibilities, competences and potential.
- K23 Work requirements in your area.
- K24 Agreed operational plans and changes in your area.
- K25 The staff turnover rate in your area.
- K26 Job descriptions and person specifications for confirmed vacancies.
- K27 Local employment market conditions.
- K28 Your organisation's structure, values and culture.
- K29 Employment policies and practices within your organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions.
- K30 Specialist resources available to support recruitment, selection and retention, and how to make use of them.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Seize opportunities presented by the diversity of people
- 2 Identify people's information needs
- 3 Present information clearly, concisely, accurately and in ways that promote understanding
- 4 Keep people informed of plans and developments in a timely way
- 5 Give feedback to others to help them maintain and improve their performance
- 6 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 7 Act within the limits of your authority
- 8 Show integrity, fairness and consistency in decision-making
- 9 Protect the confidentiality and security of information
- 10 Check the accuracy and validity of information
- 11 Take and implement difficult and/or unpopular decisions, where necessary

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Consulting
- Decision-making
- Evaluating
- Information management
- Interviewing
- Monitoring
- Negotiating
- Obtaining feedback
- Planning
- Presenting information
- Problem solving
- Providing feedback
- Reviewing
- Team building
- Valuing and supporting others

CFAM&LDA2

Recruit, select and retain people

Developed by	CFA Business skills @ work
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Date approved	March 2012
Indicative review date	March 2015
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Status	Original
Originating organisation	CFA Business skills @ work
Original URN	CFAM&LDA2
Relevant occupations	Managers and Senior Officials; Marketing occupations; Animal Facility Manager; Operations Manager; Arts, Media and Publishing; Librarians and Related Professionals; Crafts, creative arts and design; Quality and Customer Care Managers; Artistic and Literary Occupations; Customer Service Occupations;
Suite	Management & Leadership; Marketing (2013); Animal Technology; Cultural and Heritage Venue Management;
Key words	Management & leadership; recruit; select; retain; people; Marketing; venue;

Overview

This standard is about helping individuals to identify the knowledge, skills and competence they need to develop in order to meet the demands of their current and future work roles and to fulfil their personal aspirations. It also covers helping individuals to identify how they learn and the types of learning activity which are most effective for them.

This standard is relevant to managers and leaders who have people reporting to them.

This standard links closely with all the other standards in key area *DC Develop and support individuals* and also with *CFAM&LAA2 Develop your knowledge, skills and competence, which is about self development*.

**Performance
criteria**

- You must be able to:*
- P1 Agree with individuals the knowledge, skills and competence required to meet the demands of their current and potential future work roles.
 - P2 Encourage individuals to seek feedback on their performance from those who are able to provide objective, specific and valid feedback.
 - P3 Provide opportunities and tools for individuals to make an accurate assessment of their current levels of knowledge, skills and competence and of their potential.
 - P4 Evaluate with individuals any additional, or higher levels of, knowledge, skills and competence they need for their current work roles, potential future work roles and their personal aspirations.
 - P5 Identify and evaluate any learning difficulties or particular needs individuals may have.
 - P6 Support individuals in prioritising their needs and specifying their learning objectives.
 - P7 Provide opportunities and tools for individuals to identify the learning style or combination of styles which they find most effective and the types of learning activities appropriate to these styles.
 - P8 Encourage individuals to focus on their prioritised learning needs and to take account of their learning styles when selecting learning activities and planning their development.
 - P9 Seek advice and support from learning and development specialists, when required.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 The differences between knowledge, skills and competence.
- K2 The importance of objective, specific and valid feedback in identifying learning needs.
- K3 Tools for assessing knowledge, skills and competence.
- K4 How to analyse the gaps between current levels of knowledge, skills and competence and the levels required.
- K5 How to prioritise learning needs.
- K6 How to establish SMART (Specific, Measurable, Agreed, Realistic, Time-bound) learning objectives.
- K7 Learning styles and how to identify individuals' preferred learning styles.
- K8 The types of learning activities appropriate for different learning styles.
- K9 How to develop learning and development plans based on a sound analysis of learning needs and styles.

You need to know and understand:

Industry/sector specific knowledge and understanding

- K10 Industry/sector requirements for learning and professional development.

You need to know and understand:

Context specific knowledge and understanding

- K11 The knowledge, skills and competence requirements for different roles within your area of responsibility.
- K12 Individuals within your area of responsibility, their roles, responsibilities, competences and potential.
- K13 Your organisation's personal and professional development policy and practices.
- K14 Learning opportunities available in your organisation.
- K15 Tools used in your organisation to identify individual learning needs and styles.
- K16 Sources of specialist advice and support.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Seize opportunities presented by the diversity of people
- 2 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
- 3 Support others to make effective use of their abilities
- 4 Support others to realise their potential and achieve their personal aspirations
- 5 Develop knowledge, understanding, skills and performance in a systematic way
- 6 Inspire others with the desire to learn
- 7 Check the accuracy and validity of information
- 8 Identify the implications or consequences of a situation

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Decision-making
- Empowering
- Evaluating
- Influencing
- Inspiring
- Planning
- Presenting information
- Prioritising
- Problem solving
- Providing feedback
- Valuing and supporting others

CFAM&LDC1

Identify individuals' learning needs and styles

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Status	Original
Originating organisation	CFA Business skills @ work
Original URN	CFAM&LDC1
Relevant occupations	Managers and Senior Officials; Marketing occupations; Team Leader
Suite	Management & Leadership; Marketing (2013); Animal Technology
Key words	Management & leadership; identifying; learning needs; learning styles; Marketing

Overview

This standard is about identifying and justifying the financial resources required for achieving organisational objectives.

It is relevant to managers and leaders who are required to identify and justify the financial resources for their organisations or for major projects or programmes of work.

This standard is the precursor to *CFAM&LEA2 Obtain financial resources* and *CFAM&LEA3 Manage the use of financial resources*.

It also links to standards on strategic and operational planning, such as, *CFAM&LBA6 Develop strategic business plans*, *CFAM&LBA9 Develop operational plans*, *CFAM&LFA4 Manage programmes* and *CFAM&LFA5 Manage projects*.

CFAM&LEA4 Manage budgets is for those who manage financial resources for more limited areas of work or projects.

Performance criteria

- You must be able to:*
- P1 Engage key stakeholders in identifying and justifying requirements for financial resources.
 - P2 Identify methods of achieving objectives, evaluate the effectiveness and efficiency of feasible methods and select the optimal method.
 - P3 Calculate the estimated costs of the activities and overheads required to achieve objectives by the optimal method.
 - P4 Prepare the business case for your requirements for financial resources, clearly specifying:
 - P4.1 objectives to be achieved
 - P4.2 benefits of achieving these objectives
 - P4.3 proposed method
 - P4.4 timescales for activities
 - P4.5 costs involved
 - P4.6 assumptions made
 - P4.7 risks and how these will be managed
 - P4.8 evaluation arrangements
 - P4.9 any alternative options considered but rejected as sub-optimal.
 - P5 Prepare alternative options for achieving objectives, in case your budget requirements are not approved.
 - P6 Present your business case to those with decision-making responsibility for budgets, providing any further information or rationale required.
 - P7 Argue your business case robustly, engaging the support of key stakeholders, where appropriate.
 - P8 Seek approval for alternative options in situations where your original business case for budget requirements is not accepted.
 - P9 Seek feedback on your presentation of the business case from those with decision-making responsibility for budgets and use this feedback to improve future proposals.
 - P10 Communicate the decision on your budget requirements to key stakeholders, explaining the reasons for any changes or alternative options adopted.

Knowledge and

Identify and justify requirements for financial resources

understanding

You need to know and understand:

General knowledge and understanding

- K1 How to engage stakeholders in identifying and justifying requirements for financial resources.
- K2 The principles and methods of effective communication and how to apply them.
- K3 Planning principles and methods and how to apply them.
- K4 How to identify and select optimal methods for achieving objectives.
- K5 How to calculate fixed and variable costs of activities.
- K6 Cost-benefit analysis techniques.
- K7 Decision-making techniques.
- K8 What a business case should cover and how to develop a convincing business case.
- K9 How to present and argue a business case.
- K10 The importance of identifying assumptions made.
- K11 How to identify and manage risks.
- K12 Negotiation techniques and how to apply them.
- K13 The importance of developing alternative solutions as fallback positions.
- K14 The importance of obtaining feedback on your presentation of the business case and how to use this feedback to improve future proposals.

Industry/sector specific knowledge and understanding

You need to know and understand:

- K15 Legal, regulatory and ethical requirements in your sector.

Context specific knowledge and understanding

You need to know and understand:

- K16 Individuals in your area of work, their roles, responsibilities, competences and potential.
- K17 Your organisation's key stakeholders and their interests.
- K18 Your organisation's strategic objectives.
- K19 The objectives you are responsible for achieving.
- K20 Those with budgetary responsibility in your organisation.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 2 Find practical ways to overcome obstacles
- 3 Present information clearly, concisely, accurately and in ways that promote understanding
- 4 Balance risks against the benefits that may arise from taking risks
- 5 Identify and seize opportunities to obtain resources
- 6 Take repeated or different actions to overcome obstacles
- 7 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 8 Act within the limits of your authority communicate clearly the value and benefits of a proposed course of action
- 9 Use a range of legitimate strategies and tactics to influence people
- 10 Work towards win-win solutions
- 11 Respond positively and creatively to setbacks
- 12 Identify the range of elements in a situation and how they relate to each other
- 13 Specify the assumptions made and risks involved in understanding a situation
- 14 Test a variety of options before taking a decision

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Acting assertively
- Analysing
- Communicating
- Decision-making
- Evaluating
- Involving others
- Negotiating
- Obtaining feedback
- Persuading
- Presenting information
- Problem solving
- Providing feedback
- Reflecting
- Reporting
- Risk management

CFAM&LEA1

Identify and justify requirements for financial resources

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Originating organisation	CFA Business skills @ work
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Relevant occupations	Managers and Senior Officials; Animal Facility Manager; Operations Manager
Suite	Management & Leadership; Animal Technology
Key words	Management & leadership; budgets

Overview

This standard is about obtaining finance from external sources to achieve organisational objectives.

This standard is relevant to managers and leaders with specific responsibility for obtaining finance for their organisation or for major projects or programmes of work.

This standard links to *CFAM&LEA1 Identify and justify requirements for financial resources* and *CFAM&LEA3 Manage the use of financial resources*. It also links to standards on strategic and operational planning, such as, *CFAM&LBA6 Develop strategic business plans*, *CFAM&LBA9 Develop operational plans*, *CFAM&LFA4 Manage programmes* and *CFAM&LFA5 Manage projects*. *CFAM&LEA4 Manage budgets* is for those who manage financial resources for more limited areas of work or projects.

Performance criteria

- You must be able to:*
- P1 Identify the finance required to achieve goals and objectives.
 - P2 Seek and make effective use of specialist financial expertise, where required.
 - P3 Evaluate the costs, benefits and risks of different types of finance.
 - P4 Select the types of finance which are most appropriate to the needs of your organisation, taking account of levels of acceptable risk and views of stakeholders.
 - P5 Identify and evaluate potential providers of finance.
 - P6 Ensure timely submission of clear, evidenced and convincing proposals, bids or applications to potential providers of finance and seek regular updates on progress.
 - P7 Make formal agreements with providers of finance, specifying amounts, timing and, where appropriate, costs and repayment schedules.
 - P8 Identify any shortfall in the level of finance obtained and take appropriate action.
 - P9 Put contingency plans in place to deal with any problems in finance being made available and any changes to the level of finance required.
 - P10 Monitor the effectiveness of agreements for providing finance, identifying and making changes where necessary and identifying improvements for the future.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 Where to obtain and how to evaluate information in order to identify an organisation's requirement for finance.
- K2 Sources of specialist financial expertise and how to make effective use of them.
- K3 Different types of finance.
- K4 Different providers of finance.
- K5 How to evaluate the costs, benefits and risks of different types and providers of finance.
- K6 Criteria for selecting types and providers of finance which are appropriate to organisational needs and the views of stakeholders.
- K7 The importance of risk in obtaining finance and ways in which the level of risk can be identified and managed.
- K8 How to work out the full cost of obtaining finance from providers.
- K9 The importance of consulting with relevant people in the organisation and key stakeholders on proposals and recommendations for obtaining finance, and how to do so.
- K10 The importance of submitting clear proposals or bids or applications to potential providers of finance and allowing sufficient time for their submission and consideration.
- K11 The type of formal agreements that should be put in place with providers of finance and what they should cover.
- K12 The type of actions that might need to be taken in the event of a shortfall in finance.
- K13 Why it is necessary to put contingency plans in place in relation to obtaining finance and the type of contingencies that might occur.
- K14 How to monitor the effectiveness of agreements put in place for providing finance.
- K15 The changes that might need to be made to agreements for finance.

Industry/sector specific knowledge and understanding

You need to know and understand:

- K16 The types and providers of finance that tend to be used in your industry or sector, and why they are preferred.

CFAMLEA2

Obtain finance from external sources

K17 Guidelines and codes of practice and any legislative, regulatory and ethical requirements in relation to types and providers of finance in your industry or sector.

Context specific knowledge and understanding

You need to know and understand:

K18 The vision, objectives and plans of your organisation.

K19 The proposed activities of your organisation, including those which require finance.

K20 Your organisation's stakeholders and their views in relation to the financing of the organisation's activities.

K21 The current types and providers of finance used by your organisation and other potential types and providers of finance and their associated costs, benefits and risks.

K22 The particular needs of your organisation in terms of securing finance, including the organisation's attitude to risk.

K23 Relevant people in your organisation and any key stakeholders who should be consulted on proposals and recommendations for obtaining finance.

K24 Proposals, bids or applications submitted to providers of finance and how they have been progressed.

K25 Formal agreements with providers of finance to your organisation.

K26 The contingency plans that have been put in place in relation to finance.

K27 The specialist financial expertise currently used by your organisation and other potential sources of expertise.

K28 The systems in place for monitoring the effectiveness of the agreements for finance and identifying changes to agreements and improvements for the future.

CFAMLEA2

Obtain finance from external sources

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Present information clearly, concisely, accurately and in ways that promote understanding
- 2 Balance risks against the benefits that may arise from taking risks
- 3 Identify and seize opportunities to obtain resources
- 4 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 5 Act within the limits of your authority
- 6 Watch out for potential risks and hazards
- 7 Identify and raise ethical concerns
- 8 Communicate clearly the value and benefits of a proposed course of action
- 9 Work towards win-win solutions
- 10 Identify and work with people and organisations that can provide support for your work
- 11 Recognise stakeholders' needs and interests and manage these effectively
- 12 Identify the implications or consequences of a situation
- 13 Specify the assumptions made and risks involved in understanding a situation
- 14 Take timely decisions that are realistic for the situation

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Contingency planning
- Decision-making
- Evaluating
- Forecasting
- Influencing
- Information management
- Involving others
- Leadership
- Monitoring
- Negotiating
- Persuading
- Planning
- Presenting information
- Prioritising
- Problem solving
- Questioning
- Reviewing
- Risk management
- Thinking strategically

CFAMLEA2

Obtain finance from external sources

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Original URN CFAM&LEA2

Relevant occupations Managers and Senior Officials; Operations Manager

Suite Management & Leadership; Animal Technology

Key words Management & leadership; funds; external sources

Overview

This standard is about managing financial resources in order to achieve the objectives for your organisation or your area of responsibility.

This standard is for managers and leaders who manage financial resources for their organisation or a major area of responsibility, project or programme of work.

This standard links to *CFAM&LEA1 Identify and justify requirements for financial resources* and *CFAM&LEA2 Obtain financial resources*.

It also links to standards on strategic and operational management, such as, *CFAM&LFA1 Implement and evaluate strategic business plans*, *CFAM&LFA2 Implement operational plans*, *CFAM&LFA4 Manage programmes* and *CFAM&LFA5 Manage projects*.

CFAM&LEA4 Manage budgets is for those who manage financial resources for more limited areas of work or projects.

**Performance
criteria**

- You must be able to:*
- P1 Confirm your financial responsibilities, including the limits of your authority, with those to whom you report.
 - P2 Engage key stakeholders in managing finance to achieve objectives for your organisation or area of responsibility.
 - P3 Gather and evaluate available financial information and the objectives and associated plans and identify priorities, potential problems and risks.
 - P4 Identify and make use of opportunities to delegate responsibility for budgets for clearly defined activities to colleagues, providing them with the required ongoing support and resources.
 - P5 Discuss and, if appropriate, negotiate delegated budgets with colleagues and agree provisional budgets.
 - P6 Develop a realistic master budget for your organisation or area and submit it for approval by those with decision-making responsibility for budgets, clearly specifying assumptions made, risks involved and how these will be managed.
 - P7 Discuss and, if appropriate, negotiate the proposed master budget with those with decision-making responsibility and communicate the final budget to colleagues in your area.
 - P8 Establish systems to monitor and evaluate performance against delegated budgets and the master budget and put contingency plans in place.
 - P9 Identify the causes of any significant variances between what was budgeted for and what actually happened and discuss and ensure prompt corrective action is taken, obtaining agreement from those with decision-making responsibility, if required.
 - P10 Propose revisions to the master budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with those with decision-making responsibility.
 - P11 Provide ongoing information on the financial performance of your area to those with decision-making responsibility.
 - P12 Advise relevant people promptly if you have identified evidence of any potentially fraudulent activities.

CFAM&LEA3

Manage the use of financial resources

- P13 Review the financial performance of your organisation or area and identify improvements to be implemented in the future.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 The purposes of budgetary systems.
- K2 The importance of agreeing your financial responsibilities, including the limits of your authority, with those to whom you report.
- K3 Where to get and how to evaluate the available financial information in order to be able to prepare a realistic master budget for your area.
- K4 The importance of taking account of the objectives and associated plans of your area in developing and operating the master budget.
- K5 How to identify opportunities and delegate responsibility for budgets.
- K6 The importance of consulting with colleagues in identifying priorities, potential problems and risks and generally preparing the budget for your area.
- K7 How to discuss, negotiate and confirm budgets with colleagues in your area and with people who control the finance and the key factors that should be covered.
- K8 How to establish systems to monitor and evaluate performance against budgets.
- K9 The importance of contingency plans and the type of contingencies that may occur.
- K10 The main causes of variances and how to identify them.
- K11 What different types of corrective action could be taken to address identified variances.
- K12 The importance of agreeing revisions to the budget and communicating the changes.
- K13 The importance of providing regular information on the financial performance of your area to relevant people and what they might want to know.
- K14 Types of fraudulent activities and how to identify them.
- K15 How to review the financial performance of your area against the stated objectives.

Industry/sector specific knowledge and understanding

CFAM&LEA3

Manage the use of financial resources

You need to know and understand:

- K16 Factors, trends and developments that are likely to affect financial management in your industry/sector.
- K17 Legal, regulatory and ethical requirements in the industry/sector.

Context specific knowledge and understanding

You need to know and understand:

- K18 The scope and nature of your area of responsibility including the vision, objectives and operational plans.
- K19 Your financial responsibilities, including the limits of your authority.
- K20 Those with budgetary responsibility in your organisation.
- K21 Financial information available in your organisation.
- K22 Activities for which budgets have been delegated.
- K23 The budgeting periods used in your organisation.
- K24 Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets.
- K25 The agreed master budget for your area, including delegated budgets.
- K26 Systems established for managing and evaluating performance against budgets.
- K27 Contingency plans put in place.
- K28 What to do and whom to contact if you suspect fraud has been committed.
- K29 Who needs information on the financial performance of your area, what information they need, when they need it and in what format.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Recognise changes in circumstances promptly and adjust plans and activities accordingly
- 2 Present information clearly, concisely, accurately and in ways that promote understanding
- 3 Keep people informed of plans and developments in a timely way
- 4 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 5 Act within the limits of your authority
- 6 Identify and raise ethical concerns
- 7 Accurately calculate risks, and make provision so that unexpected events do not impede the achievement of objectives
- 8 Clearly agree what is expected of others and hold them to account
- 9 Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
- 10 Make effective use of existing sources of information
- 11 Check the accuracy and validity of information
- 12 Communicate clearly the value and benefits of a proposed course of action
- 13 Work towards win-win solutions
- 14 Identify the implications or consequences of a situation
- 15 Specify the assumptions made and risks involved in understanding a situation
- 16 Take and implement difficult and/or unpopular decisions, if necessary

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Analysing
- Communicating
- Contingency planning
- Delegating
- Evaluating
- Forecasting
- Information management
- Involving others
- Monitoring
- Negotiating
- Planning
- Presenting information
- Problem solving
- Reporting
- Risk management
- Valuing and supporting others

CFAM&LEA3

Manage the use of financial resources

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Originating organisation	CFA Business skills @ work
Original URN	CFAM&LEA3
Relevant occupations	Managers and Senior Officials; Marketing occupations; Health and Social Care; Managers and Senior Officials; Health and Social Services Officers; Childcare and Related Personal Services; Arts, Media and Publishing; Librarians and Related Professionals; Crafts, creative arts and design; Quality and Customer Care Managers; Artistic and Literary Occupations; Customer Service Occupations; Operations Manager
Suite	Management & Leadership; Marketing (2013); Leadership Management in Care Services; Event Security Operations; Cultural and Heritage Venue Management; Animal Technology
Key words	Management & leadership; finance; organisational objectives; Marketing; venue;

Overview

This standard is about managing conflicts between members of your team. This standard is relevant to all managers and leaders who may need to manage conflict in their teams.

This standard links closely to *CFAM&LBA3 Lead teams*, all the standards in key area *DB Manage teams* and also to *CFAM&LDD5 Manage conflict in the broader work environment*.

**Performance
criteria**

- You must be able to:*
- P1 Communicate clearly to team members the standards of work and behaviour expected of them.
 - P2 Help team members understand how the roles of different team members interface, complement and support each other.
 - P3 Identify and address any issues with organisational structures, systems or procedures that are likely to give rise to conflict.
 - P4 Identify potential conflicts between team members and take preventative action to avoid these.
 - P5 Encourage team members to resolve their own problems and conflicts amongst themselves.
 - P6 Take prompt action to deal with conflicts when the team members concerned are not able to resolve the conflicts themselves.
 - P7 Acknowledge and show respect for team members' emotions regarding the conflict and seek to manage any negative emotions.
 - P8 Investigate impartially the causes of the conflict, giving all parties opportunities to present the facts and their perceptions about the conflict.
 - P9 Identify and agree with team members how to resolve the conflict, without apportioning blame.
 - P10 Seek help from colleagues or specialists, where necessary.
 - P11 Comply with organisational and legal requirements when resolving conflicts.
 - P12 Maintain complete, accurate and confidential records of conflicts and their outcomes, in line with organisational policy.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 The principles of effective communication and how to apply them.
- K2 How to help team members understand how the roles of different team members interface, complement and support each other.
- K3 How to identify and address any issues with organisational structures, systems or procedures that are likely to give rise to conflict.
- K4 The importance of identifying potential conflicts between team members and taking preventative action to avoid these, and how to do so.
- K5 The importance of giving team members opportunities to discuss with you serious problems that directly or indirectly affect their work, and how to encourage team members to do so.
- K6 The importance of taking prompt action to bring up and deal with conflicts when they arise and when the team members concerned are not able to resolve the conflicts themselves.
- K7 Ways of dealing with conflicts when they arise and what types of action should be taken and when.
- K8 The importance of acknowledging and showing respect for team members' emotions regarding the conflict and how to seek to manage any negative emotions.
- K9 How to identify impartially the causes of the conflict, giving all parties opportunities to present the facts and their perceptions about the conflict.
- K10 The importance of identifying and agreeing with team members how to resolve the conflict, without apportioning blame, and how to do so.
- K11 When to seek help from colleagues or specialists.

Industry/sector specific knowledge and understanding

You need to know and understand:

- K12 Industry/sector requirements for managing conflict in teams.

Context specific knowledge and understanding

You need to know and understand:

- K13 The standards of work and behaviour expected of team members.
- K14 How the roles of different team members interface, complement and support each other.

CFAM&LDB8

Manage conflict in teams

- K15 The organisational structures, systems and procedures that are likely to give rise to conflict.
- K16 The range of specialists inside and outside of the organisation and colleagues.
- K17 Organisational and legal requirements for resolving conflicts and maintaining records of conflicts and their outcomes.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Respond promptly to crises and problems with a proposed course of action
- 2 Find practical ways to overcome obstacles
- 3 Present information clearly, concisely, accurately and in ways that promote mutual understanding
- 4 Show respect for the views and actions of others
- 5 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 6 Address performance issues promptly and resolve them directly with the people involved
- 7 Clearly agree what is expected of others and hold them to account
- 8 Protect your own and others' work against negative impacts
- 9 Protect the confidentiality and security of information
- 10 Recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Acting assertively
- Balancing competing needs and interests
- Building consensus
- Communicating
- Decision-making
- Empathising
- Information management
- Involving others
- Leadership
- Leading by example
- Managing conflict
- Monitoring
- Obtaining feedback
- Presenting information
- Problem solving
- Questioning
- Reporting
- Reviewing
- Risk management
- Stress management
- Team building
- Valuing and supporting others

CFAM&LDB8

Manage conflict in teams

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Original URN CFAM&LDB8

Relevant occupations Managers and Senior Officials; Team Leader; Animal Facility Manager

Suite Management & Leadership; Animal Technology

Key words Management & leadership; manage; conflict; in teams

Overview

This standard is about managing conflicts across the broader work environment, between different stakeholders, working at different levels and in different departments or organisations. It covers taking preventative action to avoid the negative impacts of conflicts and resolving conflicts when they emerge.

It covers both situations where you are directly in conflict with other people and situations where you help to prevent or resolve conflicts between other people, where you are not directly involved in the conflict.

It is relevant to managers and leaders who may have to resolve conflicts in the broader work environment.

This standard links closely with all the other standards in key area *DD Build and sustain relationships* and also to *CFAM&LDB8 Manage conflicts in teams*.

**Performance
criteria**

- You must be able to:*
- P1 Communicate clearly across the wider organisation the different types of conflict management and dispute resolution processes available.
 - P2 Identify differences in expectations and working methods of people from different backgrounds and promote ways of managing differences that take account of their expectations.
 - P3 Seek to create a climate of trust and mutual respect, and understand difficult situations from other people's perspectives.
 - P4 Identify and address any issues with organisational structures, systems or procedures that are likely to give rise to conflict.
 - P5 Identify potential conflicts across the wider organisation or with other organisations and take preventative action to avoid these.
 - P6 Encourage the people concerned to resolve their own problems and conflicts amongst themselves.
 - P7 Take prompt action and act as a third-party mediator to deal with conflicts when the people concerned are not able to resolve the conflicts themselves.
 - P8 Acknowledge and show respect for people's emotions regarding the conflict and seek to manage any negative emotions.
 - P9 Investigate impartially the causes of the conflict, giving all parties opportunities to present the facts and their perceptions about the conflict.
 - P10 Identify and agree with parties to the conflict how to resolve the conflict, without apportioning blame.
 - P11 Seek help from colleagues or specialists, where necessary.
 - P12 Comply with organisational and legal requirements when resolving conflicts.
 - P13 Maintain complete, accurate and confidential records of conflicts and their outcomes, in line with organisational policy.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 The principles of effective communication and how to apply them.
- K2 The principles of effective conflict management and dispute resolution and how to apply them.
- K3 How to identify and address any issues with organisational structures, systems or procedures that are likely to give rise to conflict.
- K4 How people's diverse backgrounds may create differences in their expectations and how to manage these differences.
- K5 The importance of identifying potential conflicts across the organisation and taking preventative action to avoid these, and how to do so.
- K6 Ways of dealing with conflicts when they arise and what types of action should be taken and when.
- K7 The process and principles of mediation.
- K8 Different conflict resolution techniques and how to apply them appropriately in different situations.
- K9 The importance of acknowledging and showing respect for people's emotions regarding the conflict and how to seek to manage any negative emotions.
- K10 How to identify impartially the causes of the conflict, giving all parties opportunities to present the facts and their perceptions about the conflict.
- K11 The importance of identifying and agreeing with team members how to resolve the conflict, without apportioning blame, and how to do so.
- K12 When to seek help from colleagues or specialists.
- K13 An understanding of how and why conflict happens.

Industry/sector specific knowledge and understanding

You need to know and understand:

- K14 Industry/sector requirements and systems for managing conflicts.

Context specific knowledge and understanding

You need to know and understand:

- K15 How work roles interface, complement and support each other.
- K16 Organisational structures, systems and procedures that are likely to give rise to conflict.

CFAM&LDD5

Manage conflict in the broader work environment

- K17 Sources of specialist or third party support.
- K18 Organisational and legal requirements for resolving conflicts and maintaining records of conflicts and their outcomes.
- K19 Organisational culture, rank and/or role hierarchies.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
- 2 Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
- 3 Make time available to support others
- 4 Show respect for the views and actions of others
- 5 Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- 6 Act within the limits of your authority
- 7 Refer issues outside the limits of your authority to appropriate people
- 8 Show integrity, fairness and consistency in decision making
- 9 State your own position and views clearly and confidently in conflict situations
- 10 Address difficult issues and resolve them directly with the people involved
- 11 Accurately calculate risks, and make provision so that unexpected events do not impede the achievement of objectives
- 12 Protect the confidentiality and security of information
- 13 Seek to understand people's needs and motivations
- 14 Work towards win-win solutions
- 15 Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation
- 16 Recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Empathising
- Evaluating
- Information management
- Managing conflict
- Monitoring
- Obtaining feedback
- Problem solving
- Providing feedback
- Questioning
- Reviewing
- Risk management
- Stress management
- Valuing and supporting others

CFAM&LDD5

Manage conflict in the broader work environment

Developed by	CFA Business skills @ work
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Status	Original
Originating organisation	CFA Business skills @ work
Original URN	CFAM&LDD5
Relevant occupations	Managers and Senior Officials; Operations Manager
Suite	Management & Leadership; Animal Technology
Key words	Management & leadership; manage conflict; broader work environment

SCDCCLD0401

Maintain effective communication systems and practice



Overview

This standard identifies the requirements when maintaining effective systems and practice for communication in settings where children or young people are cared for or supported. This includes modelling practice that promotes person centred or child centred communication systems, adapting your own communication in a range of situations and leading the implementation and improvement of systems that promote effective communication. The standard also identifies how to maintain effective practices in communication through the use of recording and reporting.

This Standard is tailored from SCDHSC0041 (Health and Social Care suite of NOS)

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Maintain effective communication systems and practice

Performance criteria

You must be able to:

Model practice that promotes child centred communication systems

- P1 implement a culture of **active participation** that enable **children, key people** and **others** to **communicate** their preferences and needs
- P2 ensure that a **person centred/child centred** approach is used when you and others communicate with children and key people
- P3 review the communication and language preferences and needs of children with whom you and others work
- P4 evaluate factors which may present **barriers to communication** and participation
- P5 support others to understand and overcome barriers to children's communication and participation
- P6 support others to understand the potential impact of communication styles and methods on short, medium and long-term goals for children

Adapt your own communication in a range of situations

You must be able to:

- P7 develop different methods, styles and skills to communicate and engage with children and key people
- P8 use different methods, styles and skills to communicate and engage with children and key people
- P9 modify the content and structure of your own communication to take account of the purpose of the communication
- P10 modify the content and structure of your communication to meet the needs and concerns of children and key people
- P11 change environments to improve communication and participation
- P12 communicate in ways that respect the rights, views and concerns of children and key people, using the child's preferred methods of communication and language

Lead the implementation of effective communication systems

You must be able to:

- P13 use a range of skills, systems and methods to promote effective communications between your team and children, key people and others
- P14 work with others to promote effective communication through the use of **specific aids** or extra support according to the child's preferences and needs
- P15 support others to change or adapt environments to improve

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Maintain effective communication systems and practice

communication and participation

- P16 work with children, key people and others to understand differing views and opinions
- P17 work with children, key people and others to address differences
- P18 develop an environment in which others are able to discuss their progress and share any concerns or challenges they are facing

Improve the effectiveness of communication systems

You must be able to:

- P19 support the active participation of children in evaluating the effectiveness of communication systems
- P20 agree the information to be collected for evaluating communication systems and when it needs to be made available
- P21 evaluate the effectiveness of communication systems in supporting children and key people
- P22 evaluate the effectiveness of communication systems in promoting integrated partnership working
- P23 evaluate the effectiveness of communication systems in responding to comments and complaints
- P24 make evaluation information available in accessible forms and at appropriate times for it to inform decision-making activities
- P25 make recommendations for improvements to communication systems based on the evaluation information collected and other **evidence**
- P26 change systems to enable more effective communication between children, key people and others, where the changes are within the scope of your expertise and responsibility
- P27 seek information and advice where changes required are outside the scope of your expertise and responsibility

Ensure effective practice in the use of records or reports for communication

You must be able to:

- P28 use legal, work-setting and inter-agency **policies and procedures** for accessing and completing records and reports
- P29 clarify for others the legal, work-setting and inter-agency policies and procedures for accessing and completing records and reports
- P30 provide evidence for your judgements and decisions within records and reports, including where this is based on informed opinion
- P31 record evidence which clarifies and supports your judgements and decisions
- P32 record evidence which conflicts with your judgements and decisions
- P33 produce records and reports that encompass best practice, positive

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Maintain effective communication systems and practice

- achievements and outcomes for children
- P34 produce records and reports that are accurate, concise, objective, understandable and legible
- P35 ensure that information in records and reports is accessible to children and in a form appropriate to their communication needs and preferences
- P36 where records and reports are to be used for decision-making, confirm their accuracy and the accuracy of accompanying evidence with all those they concern
- P37 secure any signatures that are required
- P38 document any conflicts, disagreements, unmet needs or risks associated with recording and reporting
- P39 encourage those who use your records and reports to discuss feedback with you
- P40 take action in response to feedback from those who use your records and reports
- P41 ensure records and reports are stored and shared within confidentiality agreements and according to legal, work-setting and inter-agency agreements and requirements

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Maintain effective communication systems and practice

Knowledge and understanding

You need to know and understand:

Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so
- K6 conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them

Your practice

You need to know and understand:

- K7 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K8 your own background, experiences and beliefs that may have an impact on your practice
- K9 your own roles, responsibilities and accountabilities with their limits and boundaries
- K10 the roles, responsibilities and accountabilities of others with whom you work
- K11 how to access and work to procedures and agreed ways of working
- K12 the meaning of person-centred/child centred working and the importance of knowing and respecting each child and young person as an individual
- K13 the prime importance of the interests and well-being of children and young people
- K14 the child and young person's cultural and language context
- K15 how to build trust and rapport in relationships with others, key people and children and young people
- K16 how your power and influence as a worker can impact on relationships
- K17 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K18 how to work in partnership with children and young people, key people and others

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Maintain effective communication systems and practice

- K19 how to manage ethical conflicts and dilemmas in your work
- K20 how to challenge poor practice
- K21 how and when to seek support in situations beyond your experience and expertise

Theory for practice

You need to know and understand:

- K22 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K23 factors that promote positive health and wellbeing of children and young people
- K24 theories underpinning our understanding of child development and learning, and factors that affect it
- K25 theories about attachment and its impact on children and young people

Communication

You need to know and understand:

- K26 factors that can affect communication and language skills and their development in children and young people
- K27 methods to promote effective communication and enable children and young people to communicate their needs, views and preferences

Personal and professional development

You need to know and understand:

- K28 principles of reflective practice and why it is important
- K29 your role in developing the professional knowledge and practice of others
- K30 how to use and promote evidence based practice

Health and Safety

You need to know and understand:

- K31 legal and statutory requirements for health and safety
- K32 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K33 practices for the prevention and control of infection

Safeguarding

You need to know and understand:

- K34 legislation and national policy relating to the safe-guarding and protection of children and young people

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- K35 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K36 indicators of potential harm or abuse
- K37 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K38 what to do if you have reported concerns but no action is taken to address them
- K39 local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse

Handling information

You need to know and understand:

- K40 legal requirements, policies and procedures for the security and confidentiality of information
- K41 legal and work setting requirements for recording information and producing reports
- K42 principles of confidentiality and when to pass on otherwise confidential information
- K43 how to record written information with accuracy, clarity, relevance and an appropriate level of detail
- K44 how and where ICT can and should be used for communicating, recording and reporting

Multi-disciplinary working

You need to know and understand:

- K45 the purpose of working with other professionals and agencies
- K46 the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

Leading practice

You need to know and understand:

- K47 theories about leadership
- K48 standards of practice, service standards and guidance relating to the work setting
- K49 national and local initiatives to promote the well-being of children and young people
- K50 lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
- K51 methods of supporting others to work with and support children and young people, key people and others
- K52 how to contribute to the development of systems, practices, policies and procedures

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Maintain effective communication systems and practice

K53 techniques for problem solving and innovative thinking

Risk management

You need to know and understand:

K54 principles of risk assessment and risk management

K55 principles of positive risk-taking

Specific to this NOS

You need to know and understand:

K56 different skills, styles and methods to communicate and engage with children and key people

K57 conditions likely to affect communication

K58 specific aids that will enable children with additional needs to receive and respond to information

K59 the use of evidence, fact and knowledge based opinion in records or reports and why it is important to differentiate between these and make clear the source of evidence

K60 communication systems, structures and practice and how to evaluate and improve these

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Maintain effective communication systems and practice

Additional Information

Scope/range relating to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child and young person's right to participate in the activities and relationships of everyday life as independently as possible

Barriers to communication may include those relating to the physical environment; to interpersonal relationships and the emotional environment; to working practices; to the availability of resources including human or other aids or assistance; to the limitations of your own or other people's communication skills or attentiveness; to cultural contexts; to the specific circumstances of the child or young person, including disability, disadvantage, anxiety or distress

Children or young people are the children and/or young people you support and care for in your work

To **communicate** may include using the child or young person's preferred spoken language; the use of signs; the use of symbols or pictures, writing, objects of reference, communication passports; the use of touch; other non verbal forms of communication; human and technological aids to communication

Evidence may be based on research; knowledge; quantitative data; qualitative data; facts (times, dates, age, information about conditions etc). Your own opinion should be informed by practice and knowledge and should not go beyond your competence

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Key people are those who are important to a child or young person and who can make a difference to his or her well-being. Key people may include parents, family, friends, carers and others with whom the child or young person has a supportive relationship

Others are your colleagues and other professionals whose work contributes to the child or young person's well-being and who enable you to carry out your role

Person centred/child centred approaches are those that fully recognise the uniqueness of the baby, child or young person and establish this as the basis for planning and delivery of care and support

Policies and procedures are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working

Specific aids enable babies, children or young people with speaking, sight or hearing difficulties, additional needs or learning disabilities to receive and respond to information

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Maintain effective communication systems and practice

Scope/range related to knowledge and understanding

All knowledge statements must be applied in the context of this standard.

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Factors that may affect the health, wellbeing and development may include: family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- To be treated as an individual
- To be treated equally and not be discriminated against
- To be respected
- To have privacy
- To be treated in a dignified way
- To be protected from danger and harm
- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- To communicate using their preferred methods of communication and language
- To access information about themselves

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Maintain effective communication systems and practice

Developed by	Skills for Care & Development
Version number	1
Date approved	March 2012
Indicative review date	December 2014
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Status	Tailored
Originating organisation	Skills for Care & Development
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Relevant occupations	Childcare and Related Personal Services; Child Development and Well Being; Direct learning support; Education and training; Education Workers; Health, Public Services and Care; Public Service and Other Associate Professionals; Teachers; Working with Young Children
Suite	Children's Care Learning and Development
Key words	Maintain, communication, systems

SCDLMCC1

Lead and manage practice for health and safety in the work setting



Overview

This standard identifies the requirements when leading and managing practice for health and safety in settings where children, young people or adults are cared for or supported. This includes monitoring compliance with health, safety and security regulations and requirements, contributing to the development of systems to manage risk to yourself and other people whilst promoting a culture of positive risk taking, and continuously improving health, safety and security policies, procedures and practices.

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Lead and manage practice for health and safety in the work setting

Performance criteria

Maintain and monitor compliance with health, safety and security requirements

You must be able to:

- P1 ensure that **others** are aware of legal and work setting **policies, procedures** and **practices** required for health, safety and security relating to their work
- P2 ensure that there are systems in place to provide individuals, key people and others with updates on changes in legal and work setting policies, procedures and practices
- P3 monitor compliance with health, safety and security policies, procedures and practices
- P4 act as a role model in adhering to health, safety and security requirements
- P5 take appropriate action where health, safety and security requirements are not being adhered to
- P6 take **action** to address practices that are unsafe and unhealthy
- P7 report working practices that are unsafe and unhealthy
- P8 lead work with others to identify, assess, minimise and manage potential **risks** and hazards in the working environment
- P9 ensure that others use **approved methods and procedures** when carrying out **potentially hazardous work activities**
- P10 ensure that appropriate action is taken where there is the likelihood of an **accident** or injury
- P11 ensure that appropriate and immediate action is taken to manage **emergencies**
- P12 ensure that records and reports on health, safety and security issues, practices and **incidents** are completed by yourself and others, within confidentiality agreements and according to legal and work setting requirements

Lead and manage practice that balances positive outcomes for individuals with risk and safety

You must be able to:

- P13 develop a culture that promotes the rights of individuals to take risks
- P14 lead practice that develops the understanding of individuals of their right to take risks balanced against the likelihood of harm
- P15 lead the use of assessments that balance the achievement of positive outcomes for individuals with risk and safety
- P16 ensure that individuals are supported to assess, balance and make decisions about risks associated with activities
- P17 ensure that support is provided to individuals who have experienced trauma, stressful situations or violence

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Lead and manage practice for health and safety in the work setting

Lead and manage practice in working in partnership to manage risk to personal safety

You must be able to:

- P18 ensure that others are aware of risks within the service provision
- P19 lead work in partnership to assess and manage risks to **individuals** that may arise from their own actions or those of other people
- P20 ensure that you and the people with whom you work are aware of their responsibilities and follow risk management policies, systems, procedures and practices
- P21 ensure that others are aware of their responsibility to take action to prevent behaviour that is illegal, abusive or harmful
- P22 monitor policies, systems, procedures and practices to identify if improvements are needed to risk assessments relating to individuals, **key people** and others
- P23 ensure that you and the people with whom you work are aware of and contribute to the implementation of an effective 'violence against staff' policy
- P24 manage policies, systems, procedures and practices relating to physical intervention and its use
- P25 ensure that support is provided to others who have experienced trauma, stressful situations or violence
- P26 gather feedback from individuals, key people and others on risk management policies, systems, procedures and practices
- P27 lead practice that supports individuals, key people and others to indicate where and how improvements could be made to risk management

Work in partnership to develop health, safety and security policies, procedures and practices

You must be able to:

- P28 work in partnership to plan, monitor and review policies, systems, procedures and practices **designed to promote people's health, safety and security**
- P29 gather feedback from individuals, key people and others on health, safety and security policies, procedures and practices
- P30 support individuals, key people and others to indicate where and how improvement could be made
- P31 work in partnership to review and evaluate the policies, procedures and practices
- P32 identify areas of policy and practice that need improvement in order to ensure safety, security and protection
- P33 take steps to address areas of policy and practice that need improvement in order to ensure safety, security and protection
- P34 provide records and reports on your contribution to the development of health, safety and security policies, procedures and practices, in

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Lead and manage practice for health and safety in the work setting

- accordance with legal and work setting requirements
- P35 use supervision and learning and development opportunities to support your team to develop the knowledge, skills and abilities needed to manage risk and adhere to safe and healthy practice

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Lead and manage practice for health and safety in the work setting

Knowledge and understanding

Rights

You need to know and understand:

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in developing and maintaining systems, procedures and practices which promote individuals' rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of individuals
- K4 how to **critically evaluate** and take informed action against discrimination
- K5 the rights that individuals have to make complaints and be supported to do so
- K6 how to ensure that individuals are informed about the service they can expect to receive
- K7 your role in developing and maintaining systems, procedures and practices which ensure that individuals have access to information about themselves in a format they can understand
- K8 conflicts and dilemmas that may arise in relation to rights and how to address them

Your practice

You need to know and understand:

- K9 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K10 your own background, experiences and beliefs that may have an impact on your practice
- K11 your own roles, responsibilities and accountabilities with their limits and boundaries
- K12 the roles, responsibilities and accountabilities of others with whom you work
- K13 how to access and work to procedures and agreed ways of working
- K14 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
- K15 the prime importance of the interests and well-being of the individual
- K16 the individual's cultural and language context
- K17 how to build trust and rapport in a relationship
- K18 how your **power and influence** as a leader and manager can impact on relationships
- K19 the role of independent representation and advocacy for individuals

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Lead and manage practice for health and safety in the work setting

- K20 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
- K21 how to work in ways that achieve positive outcomes for individuals
- K22 how to manage resources to deliver services that meet targets and achieve positive outcomes for individuals
- K23 how to distinguish between **outputs** and **outcomes**
- K24 how to work in partnership with individuals, key people and others
- K25 how to identify and manage ethical conflicts and dilemmas in your work
- K26 how to challenge and address poor practice
- K27 how to address concerns and complaints
- K28 how and when to seek support in situations beyond your experience and expertise
- K29 the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K30 theories underpinning our understanding of human development and factors that affect it

Personalisation and resources

You need to know and understand:

- K31 how to critically evaluate evidence and knowledge based theories and models of good practice about empowerment and citizen directed services
- K32 how to identify and promote the potential of individuals to use their personal strengths and resources to achieve change
- K33 the value and role of family networks, communities and groups in achieving positive outcomes, and ways to develop them
- K34 the nature of **personalisation** and personalised services, including self directed support
- K35 the range of resources available within informal networks, within the wider community, through formal service provision and through innovation
- K36 how assistive technology can be used to support the independence of individuals
- K37 how to lead, manage and support others to plan, deliver and review personalised services with individuals

Continuing professional development

You need to know and understand:

- K38 principles of reflective practice and why it is important
- K39 your role in developing the professional knowledge and practice of others
- K40 how to promote **evidence based practice**

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Lead and manage practice for health and safety in the work setting

- K41 methods of managing performance to meet targets and achieve positive outcomes
- K42 how to assess performance
- K43 how to provide constructive feedback to others on their practice and performance
- K44 how to address performance that does not meet required standards
- K45 how to use supervision to support the practice and performance of others
- K46 how to use appraisal to support the practice and performance of others
- K47 systems, procedures and practices for managing workloads
- K48 methods for delegating work

Communication

You need to know and understand:

- K49 factors that can affect communication and language skills and their development in children, young people or adults
- K50 methods to promote effective communication and enable individuals to communicate their needs, views and preferences
- K51 factors that can affect communication within and between organisations
- K52 methods to promote effective communication within and between organisations

Health and Safety

You need to know and understand:

- K53 legal and statutory requirements for health and safety
- K54 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

Safe-guarding

You need to know and understand:

- K55 legislation and national policy relating to the safe-guarding and protection of children, young people and adults
- K56 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K57 indicators of potential harm or abuse
- K58 how and when to report any concerns about harm or abuse, poor or discriminatory practice, resources or operational difficulties
- K59 what to do if you have reported concerns but no action is taken to address them
- K60 local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse
- K61 how to support others who have expressed concerns about harm or

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Lead and manage practice for health and safety in the work setting

abuse

Multi-disciplinary working

You need to know and understand:

- K62 the purpose of working with other professionals and agencies
- K63 the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work
- K64 features of multi-disciplinary and interagency communication
- K65 how different philosophies, principles, priorities and codes of practice can affect partnership working

Handling information

You need to know and understand:

- K66 legal requirements, policies and procedures for the security and confidentiality of information
- K67 legal and work setting requirements for recording information and producing reports within timescales
- K68 principles of confidentiality and when to pass on otherwise confidential information
- K69 how to support the effective sharing of information to achieve positive outcomes for individuals
- K70 how to record written information with accuracy, clarity, relevance and an appropriate level of detail
- K71 how to use evidence, fact and knowledge-based opinion to support professional judgements in records and reports
- K72 how and where electronic communications can and should be used for communicating, recording and reporting

Leading and managing practice

You need to know and understand:

- K73 how to **critically analyse** theories about **leadership** and **management**
- K74 standards of practice, service standards and guidance relating to the work setting
- K75 national and local initiatives to promote the well-being of individuals
- K76 models of practice for the use of early interventions
- K77 lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
- K78 methods of supporting others to work with and support individuals, key people and others
- K79 how to lead and manage practice that achieves positive outcomes for individuals
- K80 methods of supporting others to recognise and take informed action

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Lead and manage practice for health and safety in the work setting

- against discrimination
- K81 how to develop systems, practices, policies and procedures
- K82 how to implement, monitor and evaluate systems, practices, policies and procedures
- K83 how to promote the services and facilities of your work- setting
- K84 techniques for problem solving and innovative thinking
- K85 how to motivate others
- K86 how to critically evaluate evidence and knowledge based theories and models of good practice about change management
- K87 how to use change management techniques

Risk management

You need to know and understand:

- K88 how to critically evaluate principles and frameworks of risk assessment and risk management
- K89 principles of positive risk-taking
- K90 how to lead others to develop practice that supports positive risk-taking

Managing people

You need to know and understand:

- K91 legal and work-setting requirements for **employment practices**
- K92 internal and external governance arrangements for the work-setting
- K93 factors that can lead to pressures on the service, individual and team performance
- K94 how to manage time, resources and workload of self and others
- K95 how to manage team dynamics
- K96 how to create a culture that promotes openness, creativity and problem solving
- K97 how to create a culture that supports people to embrace change

Specific to this NOS

You need to know and understand:

- K98 legislation and work setting procedures and practices to prevent and control infection
- K99 aspects of your own health and hygiene and that of team members that can help prevent the spread of infection
- K100 legislation and work setting requirements for the storage and administration and disposal of medication
- K101 legislation and work setting procedures for food hygiene
- K102 legislation and work setting requirements for dealing with incidents and emergencies
- K103 different kinds of incidents and emergencies that may arise in your

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Lead and manage practice for health and safety in the work setting

work setting

- K104 your responsibility for keeping yourself and others safe within your work role and environment
- K105 additional hazards to consider when working alone
- K106 how to take responsibility for your own health and wellbeing
- K107 practices for safe moving and handling
- K108 approved methods and procedures for potentially hazardous activities you undertake at work
- K109 national and local guidance on falls prevention and factors that impact on falls

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Lead and manage practice for health and safety in the work setting

Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS

An **accident** may be a major or minor incident that is unforeseen and causes injury; accidents may be due to falls; hazards in the environment; illness; disability; weaknesses; sensory and cognitive impairment; frailty

Action would include challenging working practices and using supervision, performance management and training to improve practice

Approved methods and procedures may include methods and procedures that have been set down in legislation, set by the employer, identified in risk assessments and/or set down by the producers of items, materials or equipment

Designed to promote people's health, safety and security may include policies, systems, procedures and practice designed to identify, assess and reduce stress and risk of danger, harm and abuse to individuals, key people, yourself and others. Harm and abuse may include neglect; physical, financial, emotional and sexual abuse; bullying; self harm; reckless behaviour

Emergencies are occurrences that present immediate and threatening danger to people, goods and/or the environment; they may relate to fire, security, serious accidents, minor accidents or first aid

Incidents require immediate attention to avoid possible danger and harm to people, goods and/or the environment. They may include intruders; chemical spillages; lost keys, purses etc, missing individuals; individuals locked out; contamination risk; aggressive and dangerous encounters; bomb scares

The **individual** is the person you support or care for in your work

Key people are those who are important to an individual and can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship

Others are workers that you manage, your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

Policies and procedures are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the

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term includes other agreed ways of working

Potentially hazardous work activities would include food hygiene, working with hazardous substances, actions in emergencies, lone working, administration of medication, infection control and moving and handling

Practices may include activities, procedures, use of materials or equipment, working techniques

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people, self-harm, bullying, abuse, reckless behaviour

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Scope/range related to knowledge and understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statement required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

In relation to all knowledge statements you need to know and understand the specified areas of knowledge and be able to critically apply the knowledge and understanding in your leadership and management practice

Critically analyse is to examine something closely such as a policy, procedure, theory, complex situation, problem or an approach to practice – identifying the parts or issues that contribute to the whole product, situation or idea and determining how these different parts affect the quality of the whole product or how the individual issues affect the overall situation

Critical analysis involves a weighing-up of the factors concerned, for their contribution of strengths / weaknesses or advantages / disadvantages of a product or in a situation. Critical analysis is part of the process of understanding issues and developing original and creative responses

Critically evaluate is to weigh arguments for and against something, assessing all evidence, this could relate to factors such as models of care service delivery, policy development, theories, approaches to practice

Critical evaluation requires a weighing up and making judgements on factors such as currency, relevance, validity, outcomes, cost, sustainability, risk, and fitness-for-purpose of a product or a service against other products, services or ideas, using relevant criteria to frame the evaluation and inform decision-making

Employment practices should include recruitment, performance management, disciplinary procedures, grievance procedures

Evidence based practice uses systems, processes and 'practice wisdom' that has been proved to be effective in supporting the achievement of positive outcomes. Evidence may have been drawn from a variety of sources: research, both formal and informal, and the views and opinions of individuals, key people and those involved in the delivery of care services

Factors that may affect the health, wellbeing and development may include adverse circumstances or trauma before or during birth; autistic spectrum disorder; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health;

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Lead and manage practice for health and safety in the work setting

physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

Leadership is the ability to provide strategic direction and a sense of purpose. Effective leaders create a sense of trust, confidence and belief, inspiring people to adopt the values and behaviours they promote. They are innovative, creative and motivating

Management is the ability to set the operational direction and organise the effective running of the service provision to meet the overall service needs including ethical, legislative, regulatory and organisational requirements. Effective managers facilitate and organise resources in order to optimise the performance of others, allowing them to carry out tasks and achieve goals efficiently and effectively. They provide clarity and accountability that enable teams to meet their objectives

Outcomes are the changes or differences that individuals or care services are trying to achieve. Hard outcomes are changes that are clear and obvious, or those that involve a visible change in people's behaviour or circumstances. Soft outcomes are changes that are less easy to observe and measure, or those that involve more subtle changes inside people such as a change in someone's attitude, sense of well-being or how they see or feel about themselves

Outputs are the tangible products, services or facilities that are a result of organisational activities or the activities of those involved in the delivery of the service provision. Outputs may be used to achieve outcomes

Personalisation can be defined as 'changing the power balance so that each person really does have choice and control over the care services that they want. From being a recipient of services, individuals become involved in selecting and shaping the services they use'. Personalisation is a social care approach that encompasses citizen-directed support; self-directed support; the use of direct payments or personal budgets; the provision of accessible information and advice on care and support and the promotion of independence and self-reliance amongst individuals and communities

Depending on how it is used the **power and influence** of leaders and managers may have either a positive or negative effect upon relationships

Values

Adherence to codes of practice or conduct where applicable to your role and

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Lead and manage practice for health and safety in the work setting

the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- To be treated as an individual
- To be treated equally and not be discriminated against
- To be respected
- To have privacy
- To be treated in a dignified way
- To be protected from danger and harm
- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- To communicate using their preferred methods of communication and language
- To access information about themselves

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Lead and manage practice for health and safety in the work setting

Developed by	Skills for Care and Development
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Indicative review date	January 2016
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Originating organisation	Skills for Care and Development
Original URN	LMCC1
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Suite	Leadership and Management in Care Services
Key words	Health; safety; security; risk; hazards; positive outcomes for individuals

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Lead in the review of policies, procedures and practice for children with additional support needs



Overview

This standard identifies the requirements when leading the support of the provision for families and their children with additional support needs. It includes co-ordinating and reviewing policies and procedures, based on policy and practice in your home country and setting. It also includes reviewing practice for inclusion and participation of children with additional support needs. It requires you co-ordinate planning for individual children. It also requires you to work with other agencies and professionals

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Lead in the review of policies, procedures and practice for children with additional support needs

Performance criteria

Review policies, procedures and practice for children with additional support needs

You must be able to:

- P1 co-ordinate policies and procedures relevant to the **inclusion, participation, equality of access**, early intervention and targeted support for **children with additional support needs**
- P2 develop policies and procedures relevant to the inclusion, participation, equality of access, early intervention and targeted support for children with additional support needs
- P3 regularly review policies and procedures for inclusion and participation of children with additional support needs
- P4 collect data and monitor and evaluate the effectiveness of policies and procedures in developing and improving inclusive practice and participation
- P5 identify issues and plan for continuous improvement in implementation of inclusive practice and participation
- P6 include children and families as participants in the co-ordination, development and review of policies, procedures and practice
- P7 adapt your use of complex specialist language to ensure clarity and understanding

Co-ordinate planning for individual children

You must be able to:

- P8 identify, gather and record relevant information to inform plans
- P9 facilitate children's and families' participation in planning
- P10 co-ordinate and provide support for children and families eligible for direct payments
- P11 co-ordinate and provide information for children and families paying to commission services
- P12 utilise all relevant sources of information to inform plans, including your own observations and assessments of children
- P13 organise staged assessment reviews, increasing the time allowed between reviews if the child is making sufficient progress
- P14 co-ordinate a graduated response to meet individual children's needs
- P15 have high expectations of children and commitment to raising their achievements, based on a realistic appraisal of their abilities
- P16 approach the relevant authorities to request additional resources or a statutory assessment
- P17 keep plans up to date

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Lead in the review of policies, procedures and practice for children with additional support needs

- P18 ensure resources are adequate to implement plans and that key people are knowledgeable about children's additional support needs
- P19 ensure key people are confident in their roles and responsibilities
- P20 identify and take steps to overcome **barriers to communication**
- P21 maintain confidentiality, as appropriate to the requirements of your provision
- P22 plan to support children through transitions

Work in partnership with other agencies and professionals

You must be able to:

- P23 identify and make contact with other agencies and professionals relevant to the co-ordination and support of children with additional support needs
- P24 identify and make contact with other agencies and professionals relevant to the co-ordination and support of children with special educational needs
- P25 seek out information and services which are available locally or regionally
- P26 work in partnership with other agencies and professionals
- P27 ensure up-to-date records are kept for each child and that these are informative, objective, clear and accurate
- P28 share information across agencies and professional groups, in partnership with children and families

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Lead in the review of policies, procedures and practice for children with additional support needs

Knowledge and understanding

You need to know and understand:

Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so
- K6 conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them

Your practice

You need to know and understand:

- K7 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K8 your own background, experiences and beliefs that may have an impact on your practice
- K9 your own roles, responsibilities and accountabilities with their limits and boundaries
- K10 the roles, responsibilities and accountabilities of others with whom you work
- K11 how to access and work to procedures and agreed ways of working
- K12 the meaning of person-centred/child centred working and the importance of knowing and respecting each child and young person as an individual
- K13 the prime importance of the interests and well-being of children and young people
- K14 the child and young person's cultural and language context
- K15 how to build trust and rapport in relationships with others, key people and children and young people
- K16 how your power and influence as a worker can impact on relationships
- K17 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K18 how to work in partnership with children and young people, key

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people and others

- K19 how to manage ethical conflicts and dilemmas in your work
- K20 how to challenge poor practice
- K21 how and when to seek support in situations beyond your experience and expertise

Theory for practice

You need to know and understand:

- K22 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K23 factors that promote positive health and wellbeing of children and young people
- K24 theories underpinning our understanding of child development and learning, and factors that affect it
- K25 theories about attachment and its impact on children and young people

Communication

You need to know and understand:

- K26 factors that can affect communication and language skills and their development in children and young people
- K27 methods to promote effective communication and enable children and young people to communicate their needs, views and preferences

Personal and professional development

You need to know and understand:

- K28 principles of reflective practice and why it is important
- K29 your role in developing the professional knowledge and practice of others
- K30 how to use and promote evidence based practice

Health and Safety

You need to know and understand:

- K31 legal and statutory requirements for health and safety
- K32 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K33 practices for the prevention and control of infection

Safeguarding

You need to know and understand:

- K34 legislation and national policy relating to the safe-guarding and

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Lead in the review of policies, procedures and practice for children with additional support needs

- protection of children and young people
- K35 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K36 indicators of potential harm or abuse
- K37 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K38 what to do if you have reported concerns but no action is taken to address them
- K39 local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse

Handling information

You need to know and understand:

- K40 legal requirements, policies and procedures for the security and confidentiality of information
- K41 legal and work setting requirements for recording information and producing reports
- K42 principles of confidentiality and when to pass on otherwise confidential information
- K43 how to record written information with accuracy, clarity, relevance and an appropriate level of detail
- K44 how and where ICT can and should be used for communicating, recording and reporting

Multi-disciplinary working

You need to know and understand:

- K45 the purpose of working with other professionals and agencies
- K46 the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

Leading practice

You need to know and understand:

- K47 theories about leadership
- K48 standards of practice, service standards and guidance relating to the work setting
- K49 national and local initiatives to promote the well-being of children and young people
- K50 lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
- K51 methods of supporting others to work with and support children and young people, key people and others
- K52 how to contribute to the development of systems, practices, policies

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Lead in the review of policies, procedures and practice for children with additional support needs

and procedures

K53 techniques for problem solving and innovative thinking

You need to know and understand:

Risk management

K54 principles of risk assessment and risk management

K55 principles of positive risk-taking

You need to know and understand:

Specific to this NOS

K56 the **transitions** that children and young people may go through

K57 legislation, regulations and codes of practice affecting provision for children with additional support needs within your home country

K58 the rights of all children for participation and equality of access and how this affects provision

K59 understanding how additional support needs may affect development

K60 specialist local and national support and information that is available for you and for the children and families

K61 principles of partnership with parents and families

K62 the principles behind the social and medical models of disability

K63 details about particular additional support needs as they affect your ability to provide a high quality service and support colleagues as appropriate

K64 how and why to implement the process by which children and young people influence decision making which brings about changes in them, others, their service and their communities

K65 identification of barriers to access and participation and how these may be overcome

K66 the reasons for integrated provision and the benefits or otherwise to children

K67 the purpose and use of augmentative and alternative communication and how colleagues can be supported in using these methods

K68 specific issues for children's development and learning in multilingual or bilingual settings or where children are learning through an additional language

K69 how to access and facilitate advocacy services for those children and families who may require them. Why advocacy services are fundamental aspects of children's rights.

K70 the range of assistive technology and specialist aids and equipment that are available, their advantages, disadvantages and cost-

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Lead in the review of policies, procedures and practice for children with additional support needs

- effectiveness
- K71 systems to support children and families in the use, transportation and maintenance of assistive technology as appropriate to your setting or service
- K72 the importance of early recognition and intervention to prevent learning or other difficulties from developing
- K73 the possible impact of having a child with additional support needs within a family
- K74 awareness of and ability to use specialist terminology confidently in the interest of the children with whom you work, whilst ensuring that use of such terminology does not act as a barrier with other children and adults
- K75 local and regional contacts and agencies that may support your work
- K76 details of other professional groups with specific expertise that may be deployed for the benefit of children with additional support needs
- K77 the rationale for direct payments and the rights and responsibilities of those in receipt of direct payments
- K78 how direct payments are managed within services and their potential impact on services
- K79 the rationale for the personalisation of care, how this changes practice and is planned for and managed in settings and services
- K80 the difference between personalised learning and a differentiated approach to curriculum delivery according to the requirements of curriculum frameworks in your home country

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Lead in the review of policies, procedures and practice for children with additional support needs

Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Additional support needs refers to the particular additional support identified for a child or young person at any point in their life in order to remove barriers to their learning. Examples of when a child or young person has been identified as requiring additional support could include circumstances such as: autistic spectrum disorder, visual or sensory impairment, mental health difficulties, behavioural disorders such as ADHD, and dyslexia. (This is not an exhaustive list). Additional support needs can also refer to the support needs of a child or young person from a travelling family in order to access education, or the support needed by a child or young person whose first language is not English or Welsh.

Barriers to communication may include those relating to the physical environment; to interpersonal relationships and the emotional environment; to working practices; to the availability of resources including human or other aids or assistance; to the limitations of your own or other people's communication skills or attentiveness; to cultural contexts; to the specific circumstances of the child or young person, including disability, disadvantage, anxiety or distress

Children are those with whom you are working, except where otherwise stated

Equality of access is ensuring that discriminatory barriers to access are

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Lead in the review of policies, procedures and practice for children with additional support needs

removed and allowing for children's individual needs in terms of access to ICT
e.g. taking action to ensure that girls participate equally with boys

Inclusion/inclusive A process of identifying, understanding and breaking down barriers to participation and belonging

Participation is the process by which children and young people influence decision making which brings about changes in them, others, their services and their communities

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Lead in the review of policies, procedures and practice for children with additional support needs

Scope/range related to knowledge and understanding

All knowledge statements must be applied in the context of this standard.

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Assistive technology is technology that supports a child's ability to participate in the setting. It is a broad term that includes items ranging from e.g. a simple foam wedge for positioning to sophisticated power mobility devices

Augmentative and Alternative Communication (AAC) refers to any device, system or special method of communication that helps individuals with communication difficulties to communicate more easily and effectively: e.g. symbols, communication boards, voice output communication aids, sign language or facial expressions and gestures

Factors that may affect the health, wellbeing and development may include: family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse

Personalised learning must be interpreted within the requirements of your home country, it means learning that identifies what individuals already know, what they need to do to improve and how best they can do so; and uses effective pedagogical approaches to promote learning and dismantles barriers to learning whatever their causes and fosters the best possible conditions for learning.

Social and medical models of disability. The medical model reflects the traditional view of disability that it is something to be 'cured', treating the child as a sick patient. The social model considers that it is society that needs to change and that disabled people have rights and choices

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person

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Lead in the review of policies, procedures and practice for children with additional support needs

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- To be treated as an individual

- To be treated equally and not be discriminated against

- To be respected

- To have privacy

- To be treated in a dignified way

- To be protected from danger and harm

- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

- To communicate using their preferred methods of communication and language

- To access information about themselves

SCDCCLD0414

Lead in the review of policies, procedures and practice for children with additional support needs

Developed by	Skills for Care & Development
Version number	1
Date approved	March 2012
Indicative review date	December 2014
Validity	Current
Status	Original
Originating organisation	Skills for Care & Development
Original URN	CCLD 414
Relevant occupations	Childcare and Related Personal Services; Child Development and Well Being; Direct learning support; Education and training; Education Workers; Health, Public Services and Care; Public Service and Other Associate Professionals; Teachers; Working with Young Children
Suite	Children's Care Learning and Development
Key words	lead, review, additional needs

SCDCCLD0418

Lead the revision of policies, procedures and practice for registration and inspection



Overview

This standard identifies the requirements when leading the revision of policies, procedures and practice for registration and inspection.

You must be able to evaluate policies, procedures and practice in accordance with registration and inspection requirements, as well as leading changes in practice so that registration and inspection requirements are met.

There are different regulation and inspection requirements across the four home nations and this standard must be applicable to the nation you work in.

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Lead the revision of policies, procedures and practice for registration and inspection

Performance criteria

Evaluate policies, procedures and documentation in the light of requirements for registration and inspection

You must be able to:

- P1 establish the requirements of **registration** and **inspection**
- P2 check policies, procedures and documentation in the light of requirements, establishing if there are gaps or inaccuracies
- P3 clarify your findings with **colleagues** and **others who are involved**
- P4 ensure policies, procedures and documentation meet regulatory requirements
- P5 ensure actions and requirements from previous inspections are dealt with

Evaluate practice in the light of requirements for registration and inspection

You must be able to:

- P6 establish the requirements of registration and inspection and their implications for practice
- P7 check practice in the light of registration and inspection requirements
- P8 establish if there are areas where development is required to meet requirements
- P9 consult and clarify your findings with colleagues and other **stakeholders**
- P10 ensure actions and requirements from previous inspections are dealt with

Lead changes and development to practice in order to meet registration and inspection requirements

You must be able to:

- P11 present options for change and development to colleagues and other stakeholders
- P12 agree objectives for change and development with colleagues, drawing on your evaluations and previous inspection reports
- P13 clarify requirements and resource implications
- P14 lead change in an organised and manageable way
- P15 ensure colleagues are confident in their roles and responsibilities
- P16 identify training and qualification needs
- P17 investigate how any training and qualification needs can be met

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Lead the revision of policies, procedures and practice for registration and inspection

Knowledge and understanding

You need to know and understand:

Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so
- K6 conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them

You need to know and understand:

Your practice

- K7 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K8 your own background, experiences and beliefs that may have an impact on your practice
- K9 your own roles, responsibilities and accountabilities with their limits and boundaries
- K10 the roles, responsibilities and accountabilities of others with whom you work
- K11 how to access and work to procedures and agreed ways of working
- K12 the meaning of person-centred/child centred working and the importance of knowing and respecting each child and young person as an individual
- K13 the prime importance of the interests and well-being of children and young people
- K14 the child and young person's cultural and language context
- K15 how to build trust and rapport in relationships with others, key people and children and young people
- K16 how your power and influence as a worker can impact on relationships
- K17 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K18 how to work in partnership with children and young people, key people and others
- K19 how to manage ethical conflicts and dilemmas in your work
- K20 how to challenge poor practice

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Lead the revision of policies, procedures and practice for registration and inspection

- K21 how and when to seek support in situations beyond your experience and expertise

You need to know and understand:

Theory for practice

- K22 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K23 factors that promote positive health and wellbeing of children and young people
- K24 theories underpinning our understanding of child development and learning, and factors that affect it
- K25 theories about attachment and its impact on children and young people

You need to know and understand:

Communication

- K26 factors that can affect communication and language skills and their development in children and young people
- K27 methods to promote effective communication and enable children and young people to communicate their needs, views and preferences

You need to know and understand:

Personal and professional development

- K28 principles of reflective practice and why it is important
- K29 your role in developing the professional knowledge and practice of others
- K30 how to use and promote evidence based practice

You need to know and understand:

Health and Safety

- K31 legal and statutory requirements for health and safety
- K32 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K33 practices for the prevention and control of infection

You need to know and understand:

Safeguarding

- K34 legislation and national policy relating to the safe-guarding and protection of children and young people
- K35 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K36 indicators of potential harm or abuse

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Lead the revision of policies, procedures and practice for registration and inspection

- K37 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K38 what to do if you have reported concerns but no action is taken to address them
- K39 local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse

You need to know and understand:

Handling information

- K40 legal requirements, policies and procedures for the security and confidentiality of information
- K41 legal and work setting requirements for recording information and producing reports
- K42 principles of confidentiality and when to pass on otherwise confidential information
- K43 how to record written information with accuracy, clarity, relevance and an appropriate level of detail
- K44 how and where ICT can and should be used for communicating, recording and reporting

You need to know and understand:

Multi-disciplinary working

- K45 the purpose of working with other professionals and agencies
- K46 the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

You need to know and understand:

Leading practice

- K47 theories about leadership
- K48 standards of practice, service standards and guidance relating to the work setting
- K49 national and local initiatives to promote the well-being of children and young people
- K50 lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
- K51 methods of supporting others to work with and support children and young people, key people and others
- K52 how to contribute to the development of systems, practices, policies and procedures
- K53 techniques for problem solving and innovative thinking

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Lead the revision of policies, procedures and practice for registration and inspection

You need to know and understand:

Risk management

- K54 principles of risk assessment and risk management
- K55 principles of positive risk-taking

You need to know and understand:

Specific to this NOS

- K56 legislation, regulation and procedures for registration and inspection in your home country
- K57 the powers held by regulators, such as investigation, enforcement and compliance
- K58 the detailed requirements for both registration and inspection
- K59 the implications of regulatory requirements for the setting, its staff, the children and families involved
- K60 the information required by regulatory authorities
- K61 information about how the inspection will be conducted and your rights to appeal or complain
- K62 the role and purpose of self-assessment
- K63 the importance of good organisation and preparation for registration and inspection
- K64 organisational and management development and change. How to respond positively to comments and actions as a result of inspection

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Lead the revision of policies, procedures and practice for registration and inspection

Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Colleagues Other people who work with you in your provision: they can be working at the same level, line managers, volunteers, casual workers, paid or unpaid

Inspection A system to provide a regular check to ensure that providers of childcare meet regulatory requirements

Others who are involved Children, families, other agencies, other professionals

Registration A process of checking that an applicant is suitable to care for children or young people in safe and suitable premises

Stakeholders Others with an interest in the outcomes of inspection, such as management committees, trustees, parents and families and community groups

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Lead the revision of policies, procedures and practice for registration and inspection

Scope/range related to knowledge and understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- To be treated as an individual
- To be treated equally and not be discriminated against
- To be respected
- To have privacy
- To be treated in a dignified way
- To be protected from danger and harm
- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- To communicate using their preferred methods of communication and language
- To access information about themselves

SCDCCLD0418

Lead the revision of policies, procedures and practice for registration and inspection

Developed by	Skills for Care & Development
Version number	1
Date approved	March 2012
Indicative review date	December 2014
Validity	Current
Status	Original
Originating organisation	Skills for Care & Development
Original URN	CCLD 418
Relevant occupations	Childcare and Related Personal Services; Child Development and Well Being; Direct learning support; Education and training; Education Workers; Health, Public Services and Care; Public Service and Other Associate Professionals; Teachers; Working with Young Children
Suite	Children's Care Learning and Development
Key words	Policies, procedures, inspection, revision, lead

Carry out playwork in a specialist services environment

Overview

This standard is about working with children, young people and adults in specialist services environments, such as a women's refuge, a homeless project or a detention centre. It involves identifying emotional needs of children and young people and developing play spaces that will meet these needs and support children and young people during play. It also can involve working with parents and or carers to understand the importance and value of play in their children's lives and their relationships with them.

The main outcomes of this standard are:

1. create play spaces where children and young people can be emotionally supported
2. work with others in the specialist services environment to recognise and support the needs of children and young people

This standard is for a playworker working directly with children and young people in a specialist services environment setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Carry out playwork in a specialist services environment

Performance criteria

You must be able to:

Create play spaces where children and young people can be emotionally supported

1. provide support to **children and young people** to settle in the playwork setting
2. create and resource play spaces that are playful and specific to **children and young people's** individual interests and emotions
3. adopt a hands-on playful approach that is sensitive to **children and young people's** play cues
4. record observations of **children and young people** playing
5. provide support to individual **children and young people** as they experience feelings and behaviours that are hard for them
6. demonstrate a listening and responsive attitude to **children and young people**

Work with others in the specialist services environment to recognise and support the needs of children and young people

7. advocate for **children and young peoples'** rights to play in their own way
8. encourage **others** in the **specialist services environment** to observe and value play
9. encourage parents and or carers to take time to be playfully responsive to their children
10. provide support to parents and or carers to build networks and relationships with other families in the **specialist services environment**
11. promote a sense of shared community that has **children and young people** at its heart
12. promote playwork to parents and or carers through planning and delivering a diverse range of playful family activities
13. practice regular self and peer reflection

Carry out playwork in a specialist services environment

Knowledge and understanding

You need to know and understand:

Create play spaces where children and young people can be emotionally supported

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. how to create a warm, welcoming environment that encourages children and young people to feel that they are free to play, within a **specialist services environment**
3. policies and procedures that are relevant to the role of a playworker in a **specialist services environment**
4. key issues relating to contact with children and young people
5. the importance of understanding and respecting cultural and family diversity
6. how to gain an awareness and understanding of domestic abuse, homelessness and displacement
7. the impact of domestic abuse, homelessness and displacement
8. why it is important to have high quality resources which take account of the play deprivation experienced by such children and young people
9. the likely **feelings** that children, young people and their families may have on arrival
10. the settling in policies, procedures and logistics for children and young people
11. the possible impact of domestic abuse, homelessness and displacement on the overall development of children and young people
12. how children and young people's experiences of domestic abuse, homelessness and displacement may be shown in their play
13. the effect of domestic abuse on the relationship between the parent and child
14. the relationship between domestic abuse in relation to emotional abuse
15. the possible gender differences and the impact of own gender on the practice with and understanding of children and young people
16. the principles of therapeutic playwork
17. the play space used as a therapeutic environment

Work with others in the specialist services environment to recognise and support the needs of children and young people

18. the 'settling in' policies, procedures and logistics for the adult
19. the need to restore attachment between parents and or carers and children

Carry out playwork in a specialist services environment

and young people

20. how to encourage and engage parents and or carers in their child's play

21. why it is important to encourage parents and or carers to build networks and relationships with other families and strategies to facilitate this

22. principles of reflective practice

Carry out playwork in a specialist services environment

Scope/range related to performance criteria **Children and young people**

1. individuals
2. groups

Others

1. parents and or carers
2. colleagues
3. visitors

Specialist services environment (*minimum 1 out of 3*)

1. women's refuge
2. detention centres
3. homeless projects

Carry out playwork in a specialist services environment

Scope/range related to knowledge and understanding **Specialist services environment**

1. women's refuge
2. detention centres
3. homeless projects

Feelings

1. traumatisation
2. separation
3. loss
4. anxiety
5. guilt
6. fear
7. isolation
8. desolation

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

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

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play cues

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

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Carry out playwork in a specialist services environment

Developed by	SkillsActive
Version Number	2
Date Approved	February 2016
Indicative Review Date	April 2021
Validity	Current
Status	Original
Originating Organisation	SkillsActive
Original URN	SKAPW44
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	playwork; specialist services environment

CFAM&LCA1

Identify and evaluate opportunities for innovation and improvement



Overview

This standard is about identifying opportunities to develop new products/services or markets or processes or to improve existing products/services, markets or processes. It also covers evaluating potential innovations and improvements against agreed criteria.

This activity is rarely carried out by one person alone. A diverse range of people within the organisation and other key stakeholders – including, for example, customers and suppliers – may need to be engaged both in identifying and evaluating opportunities for innovation and improvement.

This standard is relevant to managers and leaders who are responsible for identifying and evaluating opportunities for innovation and improvement across the organisation or within their particular area of responsibility.

This standard links closely to all the other standards in key area CA *Facilitate innovation and change*.

Performance criteria

- You must be able to:*
- P1 Engage appropriate people within your organisation in identifying and evaluating opportunities for innovation and improvement.
 - P2 Identify and pursue opportunities to work in collaboration with external experts and other organisations to generate and develop ideas.
 - P3 Monitor trends and developments in your organisation's operating environment.
 - P4 Monitor the performance of your organisation's products/ services and processes and benchmark with comparable organisations.
 - P5 Identify potential new products/services, new markets, new processes and improvements to existing products/services and processes.
 - P6 Agree with key stakeholders clear criteria for evaluating potential innovations and improvements.
 - P7 Gather sufficient, valid information to allow potential innovations and improvements to be evaluated.
 - P8 Evaluate potential innovations and improvements against agreed criteria.
 - P9 Communicate your evaluation to key stakeholders in ways that help them appreciate the potential value of innovations and improvements.
 - P10 Communicate your evaluation to those involved in ways that reinforce their commitment to seek opportunities for innovation and improvement.
 - P11 Take action to protect the intellectual property rights of innovations, where required.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 How to engage employees and stakeholders in identifying and evaluating opportunities for innovation and improvement.
- K2 Monitoring principles, methods, tools and techniques.
- K3 Benchmarking principles, methods, tools and techniques.
- K4 Change management principles, methods, tools and techniques.
- K5 How to develop and gain consensus on criteria for evaluating potential innovations and improvements.
- K6 How to gather and validate information.
- K7 How to evaluate potential innovations and improvements against criteria.
- K8 Innovation principles, methods, tools and techniques.
- K9 The principles and methods of effective communication and how to apply them.
- K10 How to protect the intellectual property rights.

You need to know and understand:

Industry/sector specific knowledge and understanding

- K11 Comparable organisations in your sector.
- K12 Current and emerging trends and developments in your sector.
- K13 Sources of information in your sector.

You need to know and understand:

Context specific knowledge and understanding

- K14 Individuals within your area of work, their roles, responsibilities, competences and potential.
- K15 Political, economic, social, technological, legal and environmental factors that affect your organisation.
- K16 Your organisation's operating environment.
- K17 External experts and other organisations with which you may collaborate to generate and develop ideas.
- K18 Your organisation's business processes.
- K19 Your organisation's markets.
- K20 Your organisation's products and services.
- K21 Your organisation's stakeholders, their interests and expectations.

CFAM&LCA1

Identify and evaluate opportunities for innovation and improvement

K22 Change management frameworks and methods used in your organisation.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Seize opportunities presented by the diversity of people
- 2 Seek opportunities to improve performance
- 3 Constructively challenge the status quo and seek better alternatives
- 4 Encourage, generate and recognise imaginative and innovative solutions
- 5 Present information clearly, concisely, accurately and in ways that promote understanding
- 6 Keep people informed of plans and developments in a timely way
- 7 Support others to make effective use of their abilities
- 8 Give feedback to others to help them maintain and improve their performance
- 9 Use cost-effective, time-effective and ethical means to gather, store and retrieve information
- 10 Check the accuracy and validity of information
- 11 Communicate clearly the value and benefits of a proposed course of action
- 12 Anticipate likely future scenarios based on a realistic analysis of trends and developments
- 13 Identify the range of elements in a situation and how they relate to each other
- 14 Specify the assumptions made and risks involved in understanding a situation

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Analysing
- Assessing
- Benchmarking
- Building consensus
- Communicating
- Consulting
- Empowering
- Evaluating
- Forecasting
- Information management
- Innovating
- Involving others
- Learning
- Monitoring
- Networking
- Presenting information
- Providing feedback
- Scenario building
- Thinking creatively
- Valuing and supporting others

CFAM&LCA1

Identify and evaluate opportunities for innovation and improvement

Developed by	CFA Business skills @ work
Version number	2.0
Date approved	March 2012
Indicative review date	March 2015
Validity	Current
Status	Original
Originating organisation	CFA Business skills @ work
Original URN	CFAM&LCA1
Relevant occupations	Managers and Senior Officials; Team Leader; Animal Facility Manager; Operations Manager; Communications Officer; Economic Development Officer; Arts, Media and Publishing; Librarians and Related Professionals; Crafts, creative arts and design; Quality and Customer Care Managers; Artistic and Literary Occupations; Customer Service Occupations;
Suite	Management & Leadership; Animal Technology; Local Government Skills; Cultural and Heritage Venue Management;
Key words	Management & leadership; innovation; evaluation; improvement; Marketing; Project building; Creative thinking; venue;

Overview

This standard is about researching contemporary frameworks which impact on working with children and young people within the context of playwork, analysing current policies and practice within the playwork setting in which you operate and seeking to update and implement the policies and practices of your organisation to align them with contemporary frameworks.

The main outcomes of this standard are:

1. research and analyse relevant contemporary and key frameworks within the context of playwork
2. review, update and implement policy and practice based on analysis

This standard is for an individual working within playwork, operating at management levels in a variety of cross-sector positions; working in a role that includes managing a number of playwork settings whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. They will be responsible for the operational running of these playwork settings, and for numerous staff and their welfare.

This standard is underpinned by The Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Performance criteria

You must be able to:

Research and analyse relevant contemporary and key frameworks within the context of playwork

1. carry out research of **sources** of information on contemporary frameworks
2. analyse your findings of **contemporary and key frameworks** that are relevant to your organisation and the children and young people you work with
3. discuss your analysis with **others**
4. agree with **others** which **contemporary and key frameworks** are most relevant to your organisation and the needs of the children and young people you work with

Review, update and implement policy and practice based on analysis

5. use the research and analysis findings to review your current framework
6. present information about **contemporary and key frameworks** to **others** to guide the review of policy and practice
7. agree with **others** areas of policy and practice that could be improved, in accordance with your organisational procedures
8. review and update your current framework in accordance with your organisational procedures to meet the requirements of **contemporary and key frameworks**

Knowledge and understanding

You need to know and understand:

Research and analyse relevant contemporary and key frameworks within the context of playwork

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. sources of information that can be used to research **contemporary and key frameworks** and how to access these
3. the importance of understanding **contemporary and key frameworks** and the impact they have on play provision
4. the importance of written policies that cover **contemporary and key frameworks** and how they uphold and promote children and young people's rights
5. the relationship between your organisational policies and practice and the **contemporary and key frameworks**
6. how to reflect and engage with **others** and why it is important
7. how to balance a playwork ethos with the requirements of **contemporary and key frameworks** and the importance of this
8. the importance of keeping research up-to-date

Review, update and implement policy and practice based on analysis

9. how to review, evaluate and revise your organisation's current framework in the light of your research
10. how to identify which areas of policies and practice are affected by **contemporary and key frameworks**
11. how to present information and engage with **others** to influence policy and practice within your organisation
12. sources of information and support on how to develop policies and practice
13. how to develop policies and practice in accordance with your organisational procedure
14. the importance of reviewing and updating your current framework in line with policies and practice

**Scope/range related
to performance
criteria**

- Sources**
1. current
 2. relevant
 3. valid
 4. reliable

Contemporary and key frameworks (*minimum of 6 out of 10*)

1. regulatory and legislative requirements
2. health and social policy
3. economic and funding
4. political
5. ethical
6. social
7. technological
8. professional registration
9. professional development
10. justice system

Others (*minimum of 5 out of 9*)

1. staff
2. parents and or carers
3. management
4. external organisations
5. inspectors
6. children and young people
7. teachers
8. health visitors
9. social workers

Scope/range related to knowledge and understanding **Contemporary and key frameworks**

1. regulatory and legislative requirements
2. health and social policy
3. economic and funding
4. political
5. ethical
6. social
7. technological
8. professional registration
9. professional development
10. justice system

Others

1. staff
2. parents and or carers
3. management
4. external organisations
5. inspectors
6. children and young people
7. teachers
8. health visitors
9. social workers

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

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

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Playwork ethos

The guiding beliefs or ideals when working with children and young people to give them support and freedom to gain positive experiences through play; reference should be made to the Playwork Principles

Play provision

Adult created places where children and young people can play

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Implement contemporary frameworks within the context of playwork

Developed by	SkillsActive
Version Number	2
Date Approved	February 2016
Indicative Review Date	April 2021
Validity	Current
Status	Original
Originating Organisation	SkillsActive
Original URN	SKAPW38
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	implement; contemporary frameworks; playwork; playwork setting; play provision

Overview

This standard is about maintaining and improving the facilities and services for which you are responsible. There is a strong emphasis on health, safety, security, risk assessment and risk management. However, the standard also covers improving the facilities and services you provide in response to the needs of users.

The main outcomes of this standard are:

1. monitor the requirements of the play provision
2. manage risk within the play provision
3. maintain and improve facilities and services to support the play provision

This standard is for an individual working within playwork, operating at management levels in a variety of cross-sector positions; working in a role that includes managing a number of playwork settings whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. They will be responsible for the operational running of these playwork settings, and for numerous staff and their welfare.

This standard is underpinned by The Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Performance criteria

You must be able to:

Monitor the requirements of the play provision

1. carry out regular inspections of the **play provision**, in accordance with legal, regulatory and organisational requirements
2. maintain records in accordance with legal, regulatory and organisational requirements
3. consult with staff and **users** of the **play provision** and identify areas where they feel improvements could be made
4. provide access to records for staff, parents, carers and external agencies when needed in accordance with organisational policies and procedures
5. provide reports to your organisation and external agencies

Manage risk within the play provision

6. establish procedures for managing risks to a level acceptable to your organisation and within legal and regulatory requirements
7. carry out risk-benefit assessments of the **play provision** in accordance with legal and organisational requirements
8. seek advice from a competent source when you are unsure about how to minimise identified risks
9. ensure that everyone using the **play provision** has accurate information about hazards and risks and the steps you have taken to manage these
10. carry out regular reviews of your procedures for assessing and managing risks in accordance with legal, regulatory and organisational requirements

Maintain and improve facilities and services to support the play provision

11. identify aspects of the **play provision** that do not meet legal, regulatory and organisational requirements or the expectations of your **users**
12. consult with staff and **users** to identify opportunities for maintenance and improvement
13. agree a budget and schedule for the work to be undertaken
14. manage the schedule for maintenance and improvements to the **play provision** in accordance with your organisational procedures to keep disruption to a minimum
15. monitor that maintenance and improvements undertaken according to schedule and budget will meet legal, regulatory and organisational requirements

16. keep all staff and **users** informed of progress of the maintenance and improvement schedule and of any alterations or delays
17. keep accurate records of maintenance and improvement activities

Knowledge and understanding

You need to know and understand:

Monitor the requirements of the play provision

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. the legal, regulatory and organisational requirements that apply to your **play provision** and why these are important
3. the records you are required to keep in accordance with legal, regulatory and organisational requirements and who can have access to these
4. legal, regulatory and organisational requirements for regular inspection of the **play provision** and the frequency of these
5. effective procedures for consulting with staff and **users** of your **play provision**
6. the importance of consulting and engaging with staff and **users** of your **play provision**
7. the reports that you need to make to your organisation and external agencies and why these are important

Manage risk within the play provision

8. acceptable levels of risk according to organisational, legal and regulatory requirements for the types of hazards you are likely to encounter within your **play provision**
9. how to carry out risk-benefit assessments of all aspects of the **play provision**, in accordance with legal and regulatory requirements
10. current nationally recognised guidance regarding the management of risk, whilst still retaining challenge in children and young people's play
11. who to involve in completing risk-benefit assessments
12. who, or what, would be a competent source of information on issues to do with hazards and risks and when you should consult them
13. how to communicate with staff and **users** of your **play provision** on issues to do with risk and risk management
14. the particular risks that certain **users** may face and how to manage these effectively
15. the importance of regularly reviewing and, if necessary, updating risk-benefit assessments, in accordance with legal, regulatory and organisational requirements

Maintain and improve facilities and services to support the play provision

16. the importance of maintaining the quality of your **play provision** and seeking to make continuous improvements
17. methods of consultation and engagement with staff and **users** to identify opportunities for improvement
18. when and from whom to seek advice on issues of maintenance and improvement of the **play provision**
19. procedures for carrying out maintenance and improvement work to your **play provision** to keep disruption to a minimum
20. the importance of keeping to schedule and budget and issues that could arise
21. the importance of keeping records of changes to your **play provision** that have taken place

Scope/range related to performance criteria

Play provision

Facilities

1. internal and external premises
2. play equipment and other resources
3. toilets and other hygiene provision
4. areas for the preparation and serving of food and drink

Services (minimum of 5 out of 8)

1. for play
2. for the health, safety, security and protection of children and young people
3. for recording attendance
4. for off-site trips
5. for providing food and drink
6. for inclusion
7. for responding to behaviour
8. for working with parents and carers

Users

1. children and young people
2. parents and or carers
3. groups making use of the facilities and services
4. groups who traditionally experience barriers to access

Manage, develop and review play provision

Scope/range related to knowledge and understanding **Play provision**

Facilities

1. internal and external premises
2. play equipment and other resources
3. toilets and other hygiene provision
4. areas for the preparation and serving of food and drink

Services

1. for play
2. for the health, safety, security and protection of children and young people
3. for recording attendance
4. for off-site trips
5. for providing food and drink
6. for inclusion
7. for responding to behaviour
8. for working with parents and carers

Users

1. children and young people
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3. groups making use of the facilities and services
4. groups who traditionally experience barriers to access

Values

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Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

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

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play provision

Adult created places where children and young people can play

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Manage, develop and review play provision

Developed by	SkillsActive
Version Number	2
Date Approved	February 2016
Indicative Review Date	April 2021
Validity	Current
Status	Original
Originating Organisation	SkillsActive
Original URN	SKAPW19
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	manage; develop; review; play provision; facilities and services

Overview

This standard is about developing and reviewing the operational plan and managing the resulting changes; making sure your organisation's values, policies and procedures are then implemented.

The main outcomes of this standard are:

1. develop, implement and review operational plans for the play provision
2. manage change in the play provision

This standard is for an individual working within playwork, operating at management levels in a variety of cross-sector positions; working in a role that includes managing a number of playwork settings whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. They will be responsible for the operational running of these playwork settings, and for numerous staff and their welfare.

This standard is underpinned by The Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Performance criteria

You must be able to:

Develop, implement and review operational plans for the play provision

1. review and update your **operational plan** to reflect the strategy, policies, procedures and values of your organisation
2. communicate with **others** the function and importance of the **operational plan**
3. collect feedback from **others** and analyse the information
4. establish any proposed **changes in targets and outcomes** for play provision
5. negotiate responsibility for achieving these proposed **changes in targets and outcomes** with **others** for whom you are responsible
6. allocate **resources** to achieve the proposed **changes in targets and outcomes** to support the **operational plan**
7. collect information on the implementation of your **operational plan**
8. provide support to **others** for whom you are responsible when required

Manage change in the play provision

9. communicate with **others** the need for and the benefits of the proposed change
10. plan and negotiate with **others** to agree responsibility for managing change
11. implement steps to address change within your area of responsibility
12. provide support to **others** involved in the process
13. monitor progress and keep **others** involved in the process informed

Knowledge and understanding

You need to know and understand:

Develop, implement and review operational plans for the play provision

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. the theory and practice of operational planning, as it relates to a playwork context
3. how to identify the key **targets and outcomes** that an **operational plan** should address
4. the types and functions of an **operational plan** and its importance
5. strategies for communicating and negotiating with **others**
6. how to evaluate the best methods of collecting feedback from **others**
7. how to analyse the information collected from feedback
8. how to review an **operational plan**
9. the **drivers** that may influence your **operational plan**
10. how to set realistic goals to achieve the adjustments identified for the **targets and outcomes** for the play provision
11. how to identify, quantify and allocate the **resources** needed to support an **operational plan** for the play provision
12. why monitoring and evaluating is important to the implementation of your **operational plan**
13. why it is essential to make adjustments to an **operational plan** to take account of your monitoring and evaluation
14. the types of support **others** may need

Manage change in the play provision

15. the theory and practice of change management, as it relates to play provision
16. the importance of communicating with **others** the need for and the benefits of the proposed change
17. how to empower **others** to contribute to the change process and why this is important
18. potential obstacles to change and how to address them in your organisation
19. ways of monitoring progress and why it is important to keep **others** informed
20. types of support that people need during a period of change

Manage operational plans for play provision

Scope/range related to performance criteria **Operational plan** (*minimum of 5 out of 7*)

1. provision of opportunities for play
2. staffing levels
3. times and dates of opening
4. care and protection
5. diversity and inclusion
6. marketing and promotion
7. partnership working

Others

1. children and young people
2. parents and or carers
3. staff
4. external people

Changes (*minimum of 4 out of 6*)

1. to provision of playwork settings and play spaces within them
2. for care and protection
3. for inclusion
4. to marketing and promotion
5. to partnership working
6. to responding to behaviour

Targets and outcomes

1. provision of playwork settings and play spaces within them
2. care and protection
3. inclusion
4. marketing and promotion
5. partnership working

Resources

1. people
2. finance
3. time
4. facilities and equipment

Manage operational plans for play provision

Scope/range related to knowledge and understanding

Targets and outcomes

1. provision of playwork settings and play spaces within them
2. care and protection
3. inclusion
4. marketing and promotion
5. partnership working

Operational plan

1. provision of opportunities for play
2. staffing levels
3. times and dates of opening
4. care and protection
5. inclusion
6. marketing and promotion
7. partnership working

Others

1. children and young people
2. parents and or carers
3. staff
4. external people

Drivers

1. legislation
2. social and community
3. economic
4. political
5. environmental
6. technology
7. contemporary research

Resources

1. people
2. finance
3. time

4. facilities and equipment

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

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

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play provision

Adult created places where children and young people can play

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Manage operational plans for play provision

Developed by	SkillsActive
Version Number	2
Date Approved	February 2016
Indicative Review Date	April 2021
Validity	Current
Status	Original
Originating Organisation	SkillsActive
Original URN	SKAPW17
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	manage; operational plans; playwork setting; change

Develop an organisational framework for playwork that reflects the needs and protects the rights of children and young people

Overview

This standard is about researching key aspects of playwork theory and practice, comparing best practice within the context in which you operate and seeking to influence the policies and practices of your organisation to align it with best practice.

The main outcomes of this standard are:

1. research and analyse playwork theory and practice
2. evaluate and or revise your organisational framework

This standard is for an individual working within playwork, operating at management levels in a variety of cross-sector positions; working in a role that includes managing a number of playwork settings whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. They will be responsible for the operational running of these playwork settings, and for numerous staff and their welfare.

This standard is underpinned by The Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Develop an organisational framework for playwork that reflects the needs and protects the rights of children and young people

Performance criteria

You must be able to:

Research and analyse playwork theory and practice

1. carry out research of sources of information on playwork
2. carry out analysis of information and identify key aspects of playwork theory and practice that are relevant to your playwork setting and the children and young people you work with
3. carry out reflection on your analysis with **others**
4. agree with **others** which aspects of current playwork theory and practice are most relevant to your playwork setting and the needs and rights of the children and young people you work with

Evaluate and or revise your organisational framework

5. use your research findings, and comments from consultation to inform the review of your current organisational framework
6. evaluate **policies and procedures** to ensure they meet the needs and rights of the children and young people
7. present options to **others** on how to improve and implement **policies and procedures**
8. develop and or revise your organisational framework in accordance with your findings and current legal, regulatory and organisational requirements
9. communicate the revised organisational framework to all staff
10. ensure all staff understand and implement the organisational framework

Develop an organisational framework for playwork that reflects the needs and protects the rights of children and young people

Knowledge and understanding

You need to know and understand:

Research and analyse playwork theory and practice

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. sources of information that can be used to research current playwork theory and practice and how to access these
3. how playwork theory and practice are informed by research and theories from other academic disciplines
4. the importance of keeping research up-to-date
5. how to review your organisational framework against playwork theory and practice
6. how to identify the relevant needs and rights of children and young people you work with
7. how to reflect and engage with **others** and why it is important

Evaluate and or revise your organisational framework

8. how to review, evaluate and revise your current organisational framework in the light of your research children and young people's needs and rights
9. the importance of ensuring that a playwork ethos is at the centre of your organisational **policies and procedures**
10. how to communicate information and engage with **others** to influence the areas covered within the **policies and procedures**
11. the importance of having written policies that reflect playwork theory and practice
12. ways of ensuring all staff understand and implement the organisational framework

Develop an organisational framework for playwork that reflects the needs and protects the rights of children and young people

**Scope/range related
to performance
criteria**

Others

1. staff
2. parents and or carers
3. management

Policies and procedures (*minimum of 6 out of 9*)

1. risk-benefit assessment
2. risk management
3. staffing
4. strategies for adult intervention and its impact on children and young people's play
5. strategies for care and protection
6. strategies for inclusion
7. strategies for anti-discriminatory practice
8. strategies for responding to behaviour
9. strategies for supporting transitions

Develop an organisational framework for playwork that reflects the needs and protects the rights of children and young people

**Scope/range related
to knowledge and
understanding**

Others

1. staff
2. parents and or carers
3. management

Policies and procedures

1. risk-benefit assessment
2. risk management
3. staffing
4. strategies for adult intervention and its impact on children and young people's play
5. strategies for care and protection
6. strategies for inclusion
7. strategies for anti-discriminatory practice
8. strategies for responding to behaviour
9. strategies for managing transitions

Develop an organisational framework for playwork that reflects the needs and protects the rights of children and young people

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

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

Develop an organisational framework for playwork that reflects the needs and protects the rights of children and young people

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play provision

Adult created places where children and young people can play

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork ethos

The guiding beliefs or ideals when working with children and young people to give them support and freedom to gain positive experiences through play; reference should be made to the Playwork Principles

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Develop an organisational framework for playwork that reflects the needs and protects the rights of children and young people

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Originating Organisation	SkillsActive
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Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	organisational framework; playwork; rights of children and young people

Overview

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

The main outcomes of this standard are:

1. research and evaluate play behaviours and playwork theories
2. design and facilitate possibilities for self-directed play
3. facilitate self-directed play with children and young people

This standard is for an individual working within playwork, operating at management levels in a variety of cross-sector positions; working in a role that includes managing a number of playwork settings whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. They will be responsible for the operational running of these playwork settings, and for numerous staff and their welfare.

This standard is underpinned by The Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Performance criteria

You must be able to:

Research and evaluate play behaviours and playwork theories

1. research theories of play
2. research theories of playwork
3. apply **methods** to gather information on children and young people's play
4. critically evaluate playwork theories in relation to the information collected
5. evaluate information to identify needs and preferences for play of children and young people you work with
6. apply information gathered from the **methods** used, to meet needs and preferences for play of children and young people you work with
7. research and identify a range of playwork settings, approaches, materials and **resources** for play that will meet the needs and preferences of children and young people
8. share the outcome of your research and evaluation with **others** through reflective practice

Design and facilitate possibilities for self-directed play

9. adapt playwork settings, approaches, materials and **resources** in order to identify appropriate **play spaces** and possibilities for self-directed play
10. design and produce possibilities for self-directed play that reflects your research and interactions with children and young people
11. design and produce playwork settings to provide a varied and rich play diet
12. obtain sustainable **resources**
13. create **play spaces** alongside children and young people
14. monitor risk management of **play spaces**, in accordance with legal and organisational policies and procedures

Facilitate self-directed play with children and young people

15. provide support to **others** and model how to facilitate the creation and or adaptation of **play spaces** to meet the needs and preferences of children and young people
16. facilitate children and young people's play to enable them to choose, explore, interact and respond with a range of **play spaces** for themselves
17. monitor compliance of legal and organisational policies and procedures for the **play spaces**
18. use and model a range of intervention styles to support self-directed play

19. model a repertoire of responses to children's play cues
20. modify the playwork setting and introduce new elements in a way that meets the needs and preferences of the children and young people

Knowledge and understanding

You need to know and understand:

Research and evaluate play behaviours and playwork theories

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. theories of play
3. playwork theories and models
4. **behavioural modes** associated with play
5. the short and long term benefits of play
6. theories from other disciplines such as psychology, biology and sociology which are relevant to an understanding of play
7. conflicting concepts of play such as socialisation, education, protection and compensation
8. how to critically evaluate information gathered from research
9. how to apply the information gathered from the **methods** used to meet needs and preferences for play
10. a range of playwork settings, approaches, materials and **resources** that will meet the needs and preferences for play
11. the importance of reflective practice in sharing the outcome of research and evaluation

Design and facilitate possibilities for self-directed play

12. how playwork settings, approaches, materials and **resources** can be used to identify appropriate **play spaces** and possibilities for self-directed play
13. that play is at the centre of the process
14. how to maintain compliance with legal and organisational policies and procedures for the **play spaces**
15. how to identify potential barriers to play and how to address these
16. what is meant by a varied and rich play diet
17. how to use your research and interactions with children and young people in the design and facilitation of a playwork setting to provide a varied and rich play diet
18. how to plan to secure a supply of sustainable **resources**
19. how to involve children and young people in the creation of **play spaces**
20. how to collect and evaluate information on children and young people's experiences of play and the importance of using a range of **methods**

Facilitate self-directed play with children and young people

21. why it is important to model playwork practice
22. why it is important to support **others** in facilitating the creation and or adaptation of **play spaces** to meet the needs and preferences of children and young people
23. ways of enabling children and young people to choose, explore, interact and respond with a range of **play spaces**
24. how to address non-compliance of legal and organisational policies and procedures for the playwork setting
25. all aspects of psycholudics
26. what is environmental modification
27. what is neophilia
28. what is compound flexibility
29. how to model an approach that supports children and young people to experience **challenges and uncertainty**
30. the types of support you may need to provide and how to decide when it is appropriate to provide support

**Scope/range related
to performance
criteria**

Methods

Observation and analysis

1. of the play space and play
2. of children and young people

Consultation

1. formal and informal

Resources

1. human
2. physical environment
3. equipment and materials
4. financial

Others (*minimum of 3 out of 5*)

1. staff
2. visitors
3. parents and or carers
4. governors
5. senior management

Play spaces

1. physical
2. affective
3. transient
4. permanent
5. cyber

Scope/range related to knowledge and understanding**Behavioural modes**

1. personally directed
2. intrinsically motivated
3. in a secure context
4. spontaneous
5. goalless
6. where the content and intent is under the control of the children and young people

Methods*Observation and analysis*

1. of the play space and play
2. of children and young people

Consultation

1. formal and informal

Resources

1. human
2. physical environment
3. equipment and materials
4. financial

Play spaces

1. physical
2. affective
3. transient
4. permanent
5. cyber

Challenges and uncertainty

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

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

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

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

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Glossary

Intervention styles

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

Play cues

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

Play needs

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

Play preferences

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

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that

is staffed by playworkers

Psycholudics

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

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Research, design and facilitate possibilities for self-directed play

Developed by	SkillsActive
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Originating Organisation	SkillsActive
Original URN	SKAPW22
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	research; design; facilitate; self-directed play; playwork setting

Overview

This standard is about selecting and obtaining the facilities and services you need for play provision. It includes identifying and agreeing criteria for the types of facilities and services you need, evaluating a range of possible facilities and services and entering into agreements with owners and or suppliers.

The main outcomes of this standard are:

1. identify and evaluate facilities and services for play provision
2. negotiate the facilities and services for play provision

This standard is for an individual working within playwork, operating at management levels in a variety of cross-sector positions; working in a role that includes managing a number of playwork settings whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. They will be responsible for the operational running of these playwork settings, and for numerous staff and their welfare.

This standard is underpinned by The Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Secure the facilities and services required for play provision

Performance criteria

You must be able to:

Identify and evaluate facilities and services for play provision

1. agree with **others** criteria for the type of **facilities and services** you need
2. establish that these criteria are consistent with legal, regulatory and organisational requirements
3. evaluate a range of possible **facilities and services** using agreed criteria
4. ensure that **facilities and services** support the inclusion agenda
5. collect and record information about selected **facilities and services** and consult with **others**

Negotiate the facilities and services for play provision

6. carry out enquiries and negotiations in a way which develop and maintain working relationships
7. reach agreements with owners and or suppliers which meet agreed criteria and follow your organisation's requirements
8. seek advice and support if there are difficulties reaching an agreement
9. establish mutual expectations and responsibilities with the owners and or suppliers
10. maintain records of the agreements you have made and make these available to **others**, in accordance with your organisational policies and procedures

Secure the facilities and services required for play provision

Knowledge and understanding

You need to know and understand:

Identify and evaluate facilities and services for play provision

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. aspects of the **physical environment** that facilitate play
3. how children and young people relate to the **physical environment** and the implications for play and play provision
4. stages of child development and how these affect the types of **physical environments** appropriate to children and young people at different stages of development
5. issues to do with inclusion that you must consider when evaluating possible **physical environments** for play
6. the legal, regulatory and organisational requirements that apply to your **facilities and services** and why these are important
7. the importance of negotiating and agreeing criteria before choosing potential **facilities and services**
8. the types of criteria you should consider when looking for **facilities and services** for play provision and how to identify and negotiate these
9. how to identify potential **facilities and services** and their owners and or suppliers
10. how to evaluate **facilities and services** against agreed criteria
11. how to determine whether **facilities and services** can be made suitable for play provision cost effectively
12. the records you should keep
13. how to consult and negotiate with **others**

Negotiate the facilities and services for play provision

14. how to carry out enquiries and negotiations in a way that will maintain good working relationships and why this is important
15. your organisation's requirements and procedures for entering into agreements about **facilities and services**
16. where you can seek advice and support if you have difficulties achieving agreement with owners and or suppliers
17. why it is important to establish mutual expectations and responsibilities with owners and or suppliers
18. why it is important to keep accurate records of agreements and how to do so

Secure the facilities and services required for play provision

Scope/range related to performance criteria **Others** (*minimum of 4 out of 6*)

1. children and young people
2. parents and or carers
3. groups making use of the facilities and services
4. staff
5. key partners
6. potential users

Facilities and services (*minimum of 4 out of 6*)

1. internal and external premises
2. play equipment and other resources
3. health, safety, security and protection of children and young people
4. enabling inclusion
5. off-site trips
6. provision of food and drink

Secure the facilities and services required for play provision

**Scope/range related
to knowledge and
understanding**

Physical environments

1. natural and man-made elements
2. loose parts

Facilities and services

1. internal and external premises
2. play equipment and other resources
3. health, safety, security and protection of children and young people
4. enabling inclusion
5. off-site trips
6. provision of food and drink

Others

1. children and young people
2. parents and or carers
3. groups making use of the facilities and services
4. staff
5. key partners
6. potential users

Values

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1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
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3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play provision

Adult created places where children and young people can play

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Secure the facilities and services required for play provision

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Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	facilities; services; play provision

Overview

This standard is about supporting others in the provision of play. This involves keeping track of relevant organisations and individuals who may benefit from your work and the needs and resources they have, encouraging and helping them to communicate and network with each other and providing resources to them.

The main outcomes of this standard are:

1. find out the playwork needs and resources of other organisations and individuals
2. help organisations and individuals to share information on needs and resources
3. co-ordinate the provision of playwork resources

This standard is for an individual working within playwork, operating at management levels in a variety of cross-sector positions; working in a role that includes managing a number of playwork settings whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. They will be responsible for the operational running of these playwork settings, and for numerous staff and their welfare.

This standard is underpinned by The Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Support others in accessing the resources they need to provide playwork settings

Performance criteria

You must be able to:

Find out the playwork needs and resources of other organisations and individuals

1. engage with **others** who could benefit from your work
2. find out which **others** have the **resources** to help those with similar needs
3. prioritise the needs of **others** in accordance with agreed organisational criteria
4. record these needs and **resources** clearly and accurately in accordance with organisational policies and procedures
5. make **information** available with the approval of the **others** involved

Help organisations and individuals to share information on needs and resources

6. maintain the flow of **information** between **others** efficiently and effectively as required
7. collect and pass on **information** to **others**
8. bring new people into networking arrangements
9. collect feedback from the **others** involved and review the networking arrangements on a regular basis

Co-ordinate the provision of playwork resources

10. keep the relevant **others** informed of the **resources** that are available, any conditions attached and how they can access them
11. follow your organisation's procedures for allocating **resources** to **others**
12. provide help to **others** to make applications for **resources**, as required
13. allocate **resources**, according to need and in line with agreed organisational criteria and priorities
14. check that **resources** are being used as agreed and deal with any variations from agreements
15. monitor and evaluate feedback from users on the allocation arrangements

Support others in accessing the resources they need to provide playwork settings

Knowledge and understanding

You need to know and understand:

Find out the playwork needs and resources of other organisations and individuals

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. how to identify **others** relevant to your work
3. how to identify and prioritise needs of **others** according to agreed organisational criteria
4. the importance of recording needs and **resources**
5. how to keep **information** on the needs and **resources** of **others** accurate and up-to-date
6. the importance of confidentiality and not divulging **information** without agreement of relevant **others**
7. the importance of maintaining lasting relationships with **others** involved and how to do this
8. the importance of making contact with groups who traditionally experience barriers to access and how to do so

Help organisations and individuals to share information on needs and resources

9. the processes you should follow to help colleagues adjust to and develop their roles and responsibilities
10. the importance of maintaining the flow of **information** between all those involved and how to do this efficiently and effectively
11. how to present **information** in a style and form that is appropriate for all those involved and why this is important
12. how to take opportunities as part your day-to-day work to collect and pass on **information** and identify new people to bring into networking arrangements
13. the importance of reviewing networking arrangements on a regular basis
14. how to enable networking that involves groups who traditionally experience barriers to access

Co-ordinate the provision of playwork resources

15. the importance of keeping people informed of the **resources** available to

them

16. organisational procedures for allocating **resources**, how organisations should make applications and how these applications should be judged

17. **resources** that may be needed to support the inclusion of disabled children and how to access and provide these

18. the importance of monitoring how **resources** are being used and making sure that agreements are being kept to

19. the importance of regular reviews of how **resources** are being allocated

Support others in accessing the resources they need to provide playwork settings

Scope/range related Others (*minimum of 4 out of 7*)

**to performance
criteria**

1. organisations
2. individuals
3. departments in the same organisation
4. external organisations
5. other practitioners
6. other professionals
7. groups who traditionally experience barriers to access

Resources

1. finance
2. advice and information
3. physical resources
4. training and development

Information

1. written
2. formal and informal meetings
3. publications
4. networking

Support others in accessing the resources they need to provide playwork settings

Scope/range related to knowledge and understanding

Others

1. organisations
2. individuals
3. departments in the same organisation
4. external organisations
5. other practitioners
6. other professionals
7. groups who traditionally experience barriers to access

Resources

1. finance
2. advice and information
3. physical resources
4. training and development

Information

1. written
2. formal and informal meetings
3. publications
4. networking

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

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

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play provision

Adult created places where children and young people can play

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Support others in accessing the resources they need to provide playwork settings

Developed by	SkillsActive
Version Number	2
Date Approved	February 2016
Indicative Review Date	April 2021
Validity	Current
Status	Original
Originating Organisation	SkillsActive
Original URN	SKAPW23
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	resources; playwork setting; play provision; networking

Overview

This standard is about managing relationships specific to playwork; including those with children, young people, carers and colleagues. The standard also covers relationships with organisations, agencies and individuals involved in playwork so that you can work jointly, so promoting playwork and its value to the community.

The main outcomes of this standard are:

1. work with others to establish and maintain relationships
2. lead and support the work of staff within the playwork setting
3. work jointly with other organisations, agencies and individuals

This standard is for an individual working within playwork, operating at management levels in a variety of cross-sector positions; working in a role that includes managing a number of playwork settings whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. They will be responsible for the operational running of these playwork settings, and for numerous staff and their welfare.

This standard is underpinned by The Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Manage and enhance internal and external relationships specific to playwork

Performance criteria

You must be able to:

Work with others to establish and maintain relationships

1. initiate and maintain working relationships with **others** and staff
2. communicate effectively with **others** and staff
3. respond to questions, ideas and suggestions
4. share and promote **information** to the wider community, in accordance with your organisational policies and procedures
5. manage issues, disagreements or complaints from **others** in accordance with your organisational policies and procedures
6. provide advice and guidance on complementary services, agencies or professionals that **others** may find useful; in accordance with your organisational policies and procedures

Lead and support the work of staff within the playwork setting

7. monitor the retention and development of staff
8. provide **information** to enable staff to support the needs of children and young people, in accordance with your organisational policies and procedures
9. manage the roles, responsibilities, interests and concerns of staff
10. consult staff in relation to decisions and activities and take account of their **views**
11. facilitate agreements made with staff and keep them informed
12. manage conflicts of interest and disagreements with staff, in accordance with your organisational policies and procedures
13. manage and participate in reflective practice with staff

Work jointly with other organisations, agencies and individuals

14. establish contact with other **organisations, agencies and individuals** with whom you could work jointly
15. respond to approaches from other **organisations, agencies and individuals** in accordance with your organisational policies and procedures
16. exchange relevant **information** in agreement with the other **organisations, agencies and individuals**
17. **communicate** the purpose, values and methods of your area of work with other **organisations, agencies, individuals** and the wider community
18. **communicate information** in a language and style which is appropriate to

the **organisations, agencies and individuals** involved

19. research possible funding opportunities from external sources for a joint working **project**
20. evaluate the research findings and identify outcomes
21. agree **parameters** for joint working with other **organisations, agencies and individuals**
22. agree a schedule for joint working with other **organisations, agencies and individuals**
23. agree responsibilities that are feasible and consistent with your organisational policies and procedures
24. agree how you will monitor and review the effectiveness of the joint working schedule with other **organisations, agencies and individuals**
25. maintain effective working relationships with other **organisations, agencies and individuals** throughout joint working

Knowledge and understanding

You need to know and understand:

Work with others to establish and maintain relationships

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. how to initiate and maintain working relationships with **others**
3. the importance of communicating effectively
4. how to facilitate other people's understanding of individuality, diversity and differences
5. how to facilitate other people's understanding of other people's feelings and points of view
6. the importance of being responsive to questions, ideas and suggestions
7. how to recognise and value individuality and differences
8. the type of **information** to share and promote
9. why it is important to promote your own area of work and its values, purpose and methods widely, to the community
10. the types of opportunities which you could use to promote your work and own organisation and how to identify suitable ones
11. the types of issues, disagreements or complaints from **others** and ways in which to manage these
12. the types of complementary services, agencies or professionals that could provide further guidance and support

Lead and support the work of staff within the playwork setting

13. how to promote an environment that motivates and retains staff
14. how to support development of staff
15. the importance of motivating, retaining and developing staff
16. ways of providing **information** to enable staff to support the needs of children and young people
17. how to manage the roles, responsibilities, interests and concerns of staff
18. the importance of consulting with staff and taking account of their **views** in relation to decisions and activities
19. how to facilitate agreements made with staff and the importance of keeping them informed
20. how to identify conflicts of interest and disagreements with staff
21. your organisational policies and procedures for managing conflicts of interest and disagreements with staff

22. the importance of managing and participating in reflective practice with staff

Work jointly with other organisations, agencies and individuals

23. why networking is important in the promotion of your organisation

24. how to identify and establish contact with other **organisations, agencies and individuals** with whom you could work jointly

25. organisational policies and procedures when dealing with approaches from other **organisations, agencies and individuals**

26. ways of sharing **information** in agreement with the other **organisations, agencies and individuals**

27. the range of **organisations, agencies and individuals** with whom you could develop a joint local policy or strategy to address a **project**

28. presentation and **communication** skills, and how to tailor language and style of presentation to the needs of different types of audiences including those who may have different **communication** needs

29. how to promote your area of work in a way that addresses other people's preconceptions and **views**

30. research methods used to establish potential funding opportunities from external sources

31. evaluation methods used to identify outcomes of the research findings

32. the fundamental **requirements** of writing bids to apply for external funding

33. the mutual benefits which could come about from joint work with these **organisations, agencies and individuals**

34. the **skills and qualities** needed for successful joint working

35. the importance of clearly agreeing the **parameters** involved with joint working

36. the potential **difficulties** involved with joint working and how to overcome them

37. negotiation and problem solving skills relevant to joint working

38. the importance of maintaining contact and reviewing progress with the other **organisations, agencies and individuals** involved and how to do so

Manage and enhance internal and external relationships specific to playwork

Scope/range related to performance criteria **Others** (*minimum of 4 out of 5*)

1. children and young people
2. parents and or carers
3. colleagues
4. agencies
5. other professionals

Information

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

Views

1. priorities
2. expectations
3. attitudes to potential risks

Organisations, agencies and individuals (*minimum of 3 out of 5*)

1. from the field of playwork
2. from other areas of specialism
3. statutory
4. non-statutory
5. those who traditionally experience barriers to access

Communicate (*minimum of 3 out of 5*)

1. conventional languages
2. non-conventional languages
3. non-verbal communication
4. written literature
5. promotional and marketing material

Project

1. sharing ideas
2. resources
3. social events
4. celebrations, such as National Play Day

Parameters

1. aims and objectives
2. roles, responsibilities and division of work
3. approach
4. process
5. ethos
6. focus
7. contingency measures

Manage and enhance internal and external relationships specific to playwork

Scope/range related Others

to knowledge and understanding

1. children and young people
2. parents and or carers
3. colleagues
4. agencies
5. other professionals

Information

1. about play and playwork
2. on the children and young people's experiences
3. on opportunities available in the playwork setting
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3. statutory
4. non-statutory
5. those who traditionally experience barriers to access

Project

1. sharing ideas
2. resources
3. social events
4. celebrations, such as National Play Day

Communication

1. conventional languages
2. non-conventional languages
3. non-verbal

Requirements

1. complete and compelling research
2. clear and measurable outcomes
3. clear aims and objectives
4. engaging with target audience
5. robust management and financial models
6. demonstrates faith in the organisation

Skills and qualities

1. trust and honesty
2. co-operativeness
3. assertiveness
4. listening skills
5. reliability
6. time management
7. identification of others' strengths, weaknesses and personalities

Parameters

1. aims and objectives
2. roles, responsibilities and division of work
3. approach
4. process
5. ethos
6. focus
7. contingency measures

Difficulties

1. clash of personalities
2. breakdown in communication
3. power struggles

4. unrealistic timescales
5. unfair distribution of workload
6. meetings going 'off focus'

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Glossary

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Manage and enhance internal and external relationships specific to playwork

Developed by	SkillsActive
Version Number	1
Date Approved	February 2016
Indicative Review Date	April 2021
Validity	Current
Status	Original
Originating Organisation	SkillsActive
Original URN	New
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	internal and external relationships; joint working; playwork; playwork setting