

Award and Certificate in Work with Parents (3599)

Qualification handbook



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	Units 318 and 319 added	Units
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Contents

1	Introduction to the qualifications	6
1.1	Rules of combination	9
2	Centre requirements	13
2.1	Resource requirements	14
2.2	Candidate entry requirements	17
2.3	Quality assurance	19
3	Course design and delivery	20
3.1	Initial assessment and induction	20
3.2	Recommended delivery strategies	21
3.3	Data protection, confidentiality and legal requirements	22
4	Assessment	23
4.1	Summary of assessment methods	23
4.2	Accreditation of prior learning and experience (APEL)	25
5	Exemplar evidence	26
5.1	Exemplar of holistic assessment	26
5.2	Holistic observation Level 2	27
5.3	Holistic observation Level 3	29
5.4	Reflective account	31
6	Units	33
6.1	Summary of the units	34
Unit 200	Build and maintain relationships in work with parents	36
Unit 201	Support parents to gain knowledge and access information and services	40
Unit 202	Contribute to providing safe and inclusive environments for parents	44
Unit 203	Support parents to meet their children's needs	48
Unit 204	Contribute to work with groups of parents	52
Unit 300	Build and maintain relationships in work with parents	56
Unit 301	Work with parents to meet their children's needs	61
Unit 302	Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	65
Unit 303	Enable parents to reflect on the influences in parenting and the parent-child relationship	70
Unit 304	Effective communication with parents	75
Unit 305	Build and maintain team relationships with colleagues engaged in work with parents	79
Unit 306	Reflect on and update own knowledge and practice	83
Unit 307	Build and maintain relationships with the wider community	87
Unit 308	Work with groups of parents	91
Unit 309	Provide services that meet parents' needs	95
Unit 311	Engage parents in their children's early learning	100

Unit 312	Engage young parents in supporting their children's development	104
Unit 313	Engage fathers in their children's early learning	108
Unit 314	Work with parents to understand and meet their own needs	112
Unit 315	Deliver services that value and respect parents	116
Unit 316	Provide environments that are sensitive to the culture, religion, gender or disability of the parents	121
Unit 317	Caseload management	125
Unit 318	Work in partnership with parents to engage them with their children's learning and development in school	128
Unit 319	Schools as organisations	133
Unit 400	Build and maintain relationships in work with parents	136
Unit 401	Support families with complex and multiple needs towards learning, training and employment	141
Unit 402	Support parents in their couple relationship	146
Unit 403	Support parents to understand and manage the impact of their conflict on children	149
Appendix 1	Sources of general information	153
Appendix 2	Funding	155
Appendix 3	Work with Parents consolidated glossary	156
Appendix 4	Links to the common core	159
Appendix 5	The Wider Curriculum	160
Appendix 6	Work roles based on the NOS	161
Appendix 7	Guidance for evidence based practice	162

1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

Qualification titles and levels	City & Guilds qualification numbers	Ofqual accreditation numbers
Level 2 Award in Work with Parents	3599-01/91	500/5987/7
Level 3 Award in Work with Parents	3599-02	500/5990/7
Level 3 Certificate in Work with Parents	3599-03/92	500/5988/9
Level 4 Award in Work with Parents	3599-04	500/5984/1

This document includes details and guidance on:

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

Aims of the qualifications

The aim of this qualification at Level 2 is to meet the needs of candidates who work or want to work as:

- a co-facilitator/volunteer
- Parent support workers delivering universal support services (under supervision)

The aims of these qualifications at Level 3 are to meet the needs of candidates who work or want to work as:

- Parent liaison officers
- Home School Support Advisers
- Parent Support Advisers
- Parenting group leader/facilitator
- Parenting support home visitor
- Senior support workers
- Multi-agency staff delivering parenting support e.g. Youth Offending teams
- Family practitioners
- Parenting practitioners in settings that provide services to parents

The aim of this qualification at Level 4 is to meet the needs of candidates who work or want to work as:

- Managers (of Level 2 and 3 practitioners)
- Lead development officers

These qualifications also aim to:

- equip those individuals delivering frontline parenting services with essential knowledge and skills to enable them to work with parents effectively
- provide a wide range of units that cover the key aspects of the parenting practitioners role
- support those individuals new to their work role
- provide 'top-up' training and continuous professional development opportunities for staff working in the sector
- support Government initiatives towards the Qualifications and Credit Framework (QCF). For further information on the QCF, visit the Ofqual website, **www.ofqual.gov.uk**

These qualifications function

- as stand alone qualifications, accredited as part of the QCF at Levels 2, 3 and 4

Candidates at Level 2 may be parents themselves who have been through parenting courses and are now parenting mentors, or they may work as part of a team supporting a level 3 practitioner.

Candidates at Level 3 may be delivering frontline services to parents/carers in Children's Centres and /or extended schools. The units can be used to accredit the skills and knowledge they have and learners may progress through the levels or onto other qualifications and training in a related field such as Family Learning, trainer/adult educator, community development work, youth and community development work, Connexions, Children's centre parenting co-ordinator etc.

Candidates at Level 4 may be supervisors, managers and Lead Development Officers – that have responsibility for Work with Parents in a variety organisations and settings. The level 4 Qualification will acknowledge the work of Supervisors, Managers and Lead Development Officers – whose role it is to work with Parents across sectors on an area basis or with responsibility for several groups or locations. The Level 4 qualification can be used to provide excellent 'CPD' (continuous professional development) for aspiring learners that have previously completed their Level 3 qualification or it can be an acknowledgement of prior experience and qualifications of workers in a supervisory, managerial or lead development role.

These qualifications are designed for practitioners working in a full range of settings that offer parenting services.

These qualifications replace the QCF Test and Trial City and Guilds 3598 Level 2/3 in Work with Parents.

Value statement

Any achievement of competence in the units and/or qualifications must be demonstrated within the principles and values of the sector. These have been embedded into the core units:

- Parenting education and support should reflect the rights of child set out in the UN Convention on the Rights of the Child (1989) ratified by the UK in 1991
- Practitioners work in partnership with parents at all times
- Mothers, fathers and those in a parenting role are acknowledged as having unique knowledge and information about their children
- Children are the responsibility of the wider society as well as of their families
- Work with parents should be non judgemental and anti discriminatory and should seek to empower by building on and valuing parents' existing strengths, knowledge and experience
- Parenting education and support should be available to, and practitioners should engage with, all those in a parenting role
- Gender, cultural diversity and different needs must be respected; entitlement, equality and inclusiveness are of fundamental importance to those who work with parents
- Anyone who works with parents should have specific training for that purpose
- Good practice requires reflection and a continuing search for improvement.

1 Introduction to the qualifications

1.1 Rules of combination

Level 2 Award in Work with Parents

To achieve the Level 2 Award in Work with Parents, learners must achieve 12 credits at level 2. There are 70 guided learning hours in this qualification and 120 notional learning hours.

City & Guilds unit number	Work with Parents NOS	Unit title and level	Mandatory/ optional for full qualification	Credit value
200	301	Build and maintain relationships in work with parents (Level 2)	Mandatory	6
201	202 312 313	Support parents to gain knowledge and access information and services (Level 2)	Optional	3
202	203 204 315	Contribute to providing safe and inclusive environments for parents (Level 2)	Optional	3
203	307 308	Support parents to meet their children's needs (Level 2)	Optional	3
204	319	Contribute to work with groups of parents (Level 2)	Optional	3

Level 3 Award in Work with Parents

To achieve the Level 3 Award in Work with Parents, learners must achieve 12 credits at level 3. There are 50-70 guided learning hours in this qualification and 120 notional learning hours

City & Guilds unit number	Work with Parents NOS	Unit title and level	Mandatory/ optional for full qualification	Credit value
300	301* ¹	Build and maintain relationships in work with parents (Level 3)	Mandatory	6
301	307	Work with parents to meet their children's needs (Level 3)	Optional	3
302	308*	Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children (Level 3)	Optional	3
303	306	Enable parents to reflect on the influences in parenting and the parent-child relationship (Level 3)	Optional	6
304	302	Effective communication with parents (Level 3)	Optional	3
305	304 311	Build and maintain team relationships with colleagues engaged in work with parents (Level 3)	Optional	3
306	310	Reflect on and update own knowledge and practice (Level 3)	Optional	3
307	305*	Build and maintain relationships with the wider community (Level 3)	Optional	3
308	319	Work with groups of parents (Level 3)	Optional	3
309	313*	Provide services that meet parent's needs (Level 3)	Optional	3

¹ The units share identical NOS with the TDA's SWiS qualification (Parent endorsed pathway)

City & Guilds unit number	Work with Parents NOS	Unit title and level	Mandatory/ optional for full qualification	Credit value
311	310, 312, CCLD – 301 304 317	Engage parents in their children's early learning (Level 3)	Optional	3
312	310, 312, CCLD	Engage young parents in supporting their children's learning and development (Level 3)	Optional	3
313	310, 312, CCLD – 301 304 317	Engage fathers in their children's early learning (Level 3)	Optional	3
314	309*	Work with parents to understand and meet their own needs (Level 3)	Optional	3
315	312	Deliver services that value and respect parents (Level 3)	Optional	3
316	316	Provide environments that are sensitive to the culture, religion, gender or disability of the parents (Level 3)	Optional	3
317		Caseload management (Level 3)	Optional	3

Level 3 Certificate in Work with Parents

To achieve the Level 3 Certificate in Work with Parents, learners must achieve 30 credits at level 3. There are 156 guided learning hours in this qualification.

City & Guilds unit number	Work with Parents NOS	Unit title and level	Mandatory/ optional for full qualification	Credit value
300	301* ²	Build and maintain relationships in work with parents (Level 3)	Mandatory	6
301	307	Work with parents to meet their children's needs (Level 3)	Mandatory	3
302	308*	Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children (Level 3)	Mandatory	3
303	306	Enable parents to reflect on the influences in parenting and the parent-child relationship (Level 3)	Mandatory	6
304	302	Effective communication with parents (Level 3)	Mandatory	3
318	n/a	Work in partnership with parents to engage them with their children's learning and development in school (Level 3)	Mandatory	6
319	n/a	Schools as organisations Level 3)	Mandatory	3

Level 4 Award in Work with Parents

To achieve the Level 4 Award in Work with Parents, learners must achieve 6 credits at Level 4. There are 24 guided learning hours in this qualification and 60 notional learning hours.

City & Guilds unit number	Work with Parents NOS	Unit title and level	Mandatory/ optional for full qualification	Credit value
400	301*	Build and maintain relationships in work with parents (Level 4)	Mandatory	6

² The units share identical NOS with the TDA's SWiS qualification (Parent endorsed pathway)

2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres not yet approved by City & Guilds

To offer these qualifications, new centres will need to gain both **centre and qualification approval**. Please refer to **Appendix 1** for further information.

Existing City & Guilds centres

To offer these qualifications, centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**. Please refer to **Appendix 1** for further information.

Centres, anticipating the recording and use of evidence generated from interactions with individuals using a service, must gain their advocates' informed consent. Subsequently, centres must ensure that an individual's right to privacy is not compromised by their willingness to be involved.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the following qualifications:

- Award/Certificate in Work with Parents (3598)
- Level 2 Certificate in Children's Care, Learning and Development (3177-02)
- Level 3 Certificate in Children's Care, Learning and Development (3177-03)
- Level 3 Certificate in Work with Children (3596-03)
- Level 2 N/SVQ in Children's Care, Learning and Development (3171-02)
- Level 3 N/SVQ in Children's Care, Learning and Development (3171-03)
- Level 3 N/SVQ in Health and Social Care – Children and Young People pathway (3172-32)
- Level 3 NVQ in Community Development Work (3057-03)
- Level 4 NVQ in Health and Social Care – Children and Young People pathway (3172-42)
- Level 4 NVQ in Community Development Work (3057-04)

may apply for approval for the new Award/Certificate in Work with Parents (3599) using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualifications using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

2 Centre requirements

2.1 Resource requirements

Site agreements

Centres must ensure that all sites clearly understand their roles, responsibilities, authorities and accountabilities. It would therefore be advisable for centres to have documented and signed (partnership) agreements with all assessment sites. The content of such agreements must be devised on an individual centre basis but consideration should be given to the inclusion of the following areas:

- centre membership requirements/criteria. By implication this might mean the rejection of some applicants where they cannot or will not meet the centre membership requirements, e.g. participating in assessment activities including attending standardisation meetings
- commitment to centre policies and practices e.g. policy for candidate appeals/complaints and access to fair assessment
- access to the workplace and protocols for peripatetic assessors
- responsibilities for establishing and communicating any issues concerning 'fit person' checks are required by the relevant regulator e.g. criminal records/POVA clearance checks. These are usually the responsibility of the employer, but where centres are placing students in work places they will need to liaise closely with placement providers about this area. (The appropriate service regulator identifies and 'fit person' criteria, not the Awarding Body)
- responsibilities for ensuring that candidates are operating in a work place where the standards of practice fully support candidates to demonstrate their competence.

This list is not exhaustive, but may assist centres in identifying areas which need an explicit statement of commitment for member assessment sites/satellites in order to avoid future problems.

Human resources

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- quality assurance co-ordinator
- trainer / tutor
- assessor
- internal verifier

Staff delivering the qualifications

All **new** teachers delivering publicly funded qualifications in the learning and skills sector (all post 16 education – including FE, adult and community learning, work-based learning, offender education) in England are now required to take qualifications which form part of the Qualified Teacher – Learning and Skills (QTLS) framework. City & Guilds offers a range of qualifications within the QTLS framework. Details are available on the QTLS pages of www.cityandguilds.com/qtls

Trainer / tutors must:

Tutors/Trainers must satisfy the requirements for occupational expertise for this these qualifications. These requirements are as follows:

Staff must be competent in the areas for which they are delivering training and must also have experience of providing training and assessment.

Assessors and internal verifiers

It is deemed best practice to use an A1 qualified assessor for this qualification, however it is currently not a requirement for this qualification.

Assessors must:

- be **occupationally knowledgeable** in Work with Parents. This knowledge must be at least the same level as the qualification they are assessing. This means that each assessor must be capable of carrying out the functions covered by the units they are assessing to the standard described within them according to current practice.
- have a sufficient range and quality of occupational experience, at or above the level being assessed, to ensure the credibility of their assessment judgements
- have direct or related experience in assessment
- have experience in using externally set criteria to mark assignments/assess outcome achievement
- understand and support any codes of practice applicable to this occupational area of Work with Parents
- have a sound understanding of the National Occupational Standards for Work with Parents
- be prepared to participate in assessment standardisation activities
- be able to assess holistically the values contained and embedded in the values section of the National Occupational Standards.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

Internal Verifiers must:

- be occupationally knowledgeable in Work with Parents. Their knowledge must be at least the same level as the qualification being verified.
- have a sound understanding of the National Occupational Standards (NOS) for Work with Parents
- have a experience of using quality assurance systems as applied to qualifications
- organise and/or participate in standardisation activities.

Expert Witnesses

The use of expert witnesses is encouraged as a contribution to the assessment of the candidate.

The expert witness must have:

- a working knowledge of the NOS for Work with Parents and the units in this qualification on which they are based
- current expertise and occupational knowledge, either as a practitioner or a manager, for the units on which their testimony is based. This experience should be credible and clearly demonstrable through continuing learning and development.
- they may also hold any qualification of work place performance, e.g. L20 from the Learning and Development suite or,
- a professional work role which involves evaluating the everyday practice of staff, e.g. undertake appraisals

Witness Testimony

Witness testimony can be used to provide additional information to support assessment decisions. The Assessor will always have to make a judgement about the validity, credibility and value of the witness testimony, when used to support other types of evidence.

Parents and Learners can be in a unique position in relation to receiving a service and having direct contact and experience of the work of candidates. Their views of the learning and support they have experienced should be seen as relevant and important in assessment of the candidate's performance, alongside other sources of evidence.

Parents and Learners may provide witness testimony only where appropriate safeguards are in place and the Assessor is satisfied that there has been no undue pressure placed on them to provide the testimony and that the use of the testimony would not compromise the professional relationship between the candidate and the witness. The Assessor has responsibility for all assessment decisions.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, training, assessment and verification remains current, and takes account of any national or legislative developments.

2 Centre requirements

2.2 Candidate entry requirements

It is the responsibility of the centre to ensure that candidates have the skills necessary to achieve the qualifications whilst there are no formal prerequisites for entry, centres must be aware that candidates will require some study and general communication to skills in order to complete the assessment requirements. Some candidates may require further support in the development of these skills, but others may not be ready to take on a level 3 qualification.

Access to assessment

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

City & Guilds' *Access to assessment and qualifications guidance and regulations* document is available on the City & Guilds website. It provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

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

Age restrictions

These qualifications are not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group. Restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications on completing assessments.

Candidate work placement requirements

As part of the assessment for these qualifications is based on practical activities with parents, candidates are strongly recommended to have access to parents in a formal or informal setting in order to meet the evidence requirements, learning outcomes and assessment criteria set out in these qualifications.

Progression

The qualifications provide knowledge and practical skills related to the NOS for Work with Parents.

On completion of these qualifications candidates may progress into employment in the Work with Parents sector, progress in their current role or onto further learning such as the following City & Guilds qualifications:

There are several pathways for progression. For example:

- moving upwards from a Team member/Development worker role to a Team or Project Leader and to a Policy Officer role
- being a worker at a Family Centre such as a Nursery Nurse or a Social Worker and progressing to supervising and managing the Family Centre

- graduating from attending a parenting facilitating course to running courses for parents themselves
- moving from Level 2 Award in Work with Parents to the level 3 Award/Certificate in Work with Parents.
- moving from the Level 3 Certificate in Work with Parents to the Level 4 Award in Work with Parents
- progressing to the following City & Guilds qualifications:
 - Level 4 NVQ in Children’s Care, Learning and Development (3171)
 - Higher Professional Diploma in Early Years (4460)
 - Level 4 NVQ in Playwork (4834)
 - Level 4 NVQ in Health and Social Care, Children and Young People (3172)
 - Higher Level qualifications

City & Guilds administration

Full details of City & Guilds’ administrative procedures for these qualifications are provided in the *Online Catalogue*. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- entry for examinations
- claiming certification.

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

Centres should follow all administrative guidance carefully, particularly noting that fees, registration and certification end dates for the qualifications are subject to change. The latest News is available on the website **www.cityandguilds.com**.

Retaining assessment records

Centres must retain copies of candidate assessment records for at least three years after certification.

Certificates of unit credit (CUCs)

A certificate of unit credit records the successful completion of a unit. Centres can apply to City & Guilds for CUCs at any time after candidates have achieved a unit. They do not need to wait until the full programme of study has been completed.

Full certificates

Full certificates are only issued to candidates who have met the full requirements of the qualifications, as described in section 1.1 Rules of combination.

2 Centre requirements

2.3 Quality assurance

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

For these qualifications centres must develop a sampling strategy and plan which must be implemented by all those undertaking the internal verification role. Centres already offering N/SVQs will find that their internal verification process can be adapted to establish an internal quality assurance system for these qualifications.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in the *Centre Manual* together with full details of the tasks, activities and responsibilities of quality assurance staff.

In order to fully support candidates, centres are required to retain copies of candidates' assessment records for three years after certification.

External quality assurance

External quality assurance for the qualifications will be provided by City & Guilds external quality assurance process.

Qualification Consultants are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

To carry out their quality assurance role, Qualification Consultants must have appropriate occupational and verifying knowledge and expertise. City & Guilds' Qualification Consultants attend training and development designed to keep them up-to-date, facilitate standardisation between Consultants and share good practice.

City & Guilds' Qualification Consultants use electronic report forms designed to provide an objective risk analysis of individual centre assessment and verification practice.

Qualification Consultants:

The role of the Qualification Consultant is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- regularly visit centres to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and to City & Guilds

Further details of the role of Qualification Consultants are given in the *Centre Manual*.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualifications they are about to begin.

Centres may find the Skills Scan produced to accompany the National Occupational Standards for Work with Parents useful when carrying out the initial assessment for these qualifications.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use can be found on the City & Guilds web site.

Registrations for the Work with Parents qualifications

Centres are advised to undertake a skill Scan so as to ensure potential candidates are registered onto the appropriate complexes/correct pathway.

3 Course design and delivery

3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centres may design course programmes of study in any way that

- best meets the needs and capabilities of their candidates
- which satisfies the requirements of the qualifications.

In particular, staff should consider the skills and knowledge related to the national occupational standards.

The following relationship tables are provided to assist centres with the design and delivery of the qualification:

- relationship to the NOS for Work with Parents can be found in each unit
- Signposting for Key Skills can be found in each unit.

City & Guilds recommends that centres address the wider curriculum (see Appendix 5), where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualifications.

3 Course design and delivery

3.3 Data protection, confidentiality and legal requirements

Data protection and confidentiality

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification.

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

Confidential records used as evidence

Candidates may quite appropriately cite confidential records as evidence in their qualification as long as the parent, or their advocate, has given written and informed consent for records to be used for this purpose.

Confidential records should never be included in candidates' Candidate portfolio of evidences of and should be examined in-situ by the assessor. Assessors/candidates should describe and record what evidence such documents should provide and where the evidence is located.

Qualification Consultants may wish to discuss such evidence with the centre as part of the verification process, but would not normally require sight of confidential records.

However, in the unlikely event that the QC should have concerns about the quality of such evidence, they will, after discussion and agreement with their Standardisation or Portfolio Consultant, acquaint the centre management with their concerns, and seek consent to access such records from the organisation which has responsibility for the safe keeping of the particular confidential records in question.

Images of minors being used as evidence

If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualifications the approved centre and the candidates have responsibilities in terms of meeting child protection legislation.

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

- need for the candidate to obtain permission from the minor's parent/guardian prior to collecting the evidence
- purpose of the use of photographs or video recordings
- period of time for which the photographs or video recordings are to be kept
- obligation to keep photographs or video recordings secure from unauthorised access
- storage of the photographs or video recordings which are kept electronically, and the associated security of using electronic systems
- associated child protection legislation.

4 Assessment

4.1 Summary of assessment methods

The units and qualifications will be assessed by **Candidate portfolio of evidence**.

It is expected that a range of different assessment methods are used, for example:

- direct observation of practice may be used throughout the qualification
- testimony by an expert witness
- direct questioning assignments
- assessment of products
- accreditation of prior experience/achievement/learning

The sources of evidence can include:

- candidate practice – including the record of the observation of the candidate's performance by the assessor or expert witness
- Case Studies, projects, assignments and reflective accounts of the candidate's work. These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of the qualification.
- products of the candidate's own work and contributions they have made such as: development of resources, planning reviews, minutes of meetings etc.
- expert witness testimony
- witness testimony
- Questioning/Professional Discussion: questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful in providing evidence to show the candidate knows and understands the principles which support practice, policies, procedures and legislation, and that they can critically evaluate their application.
- previous experience, achievement and learning. Certificates of training and qualifications must be authentic, current and valid. The assessor must check the content of such training so that this can be matched to the standards (learning outcomes) and check that the candidate has retained and can apply learning to practice
- role play

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Work with Parents (NOS).

Evidence for **practical activities** should be gathered wherever possible from naturally occurring evidence collected in the work place.

Recording of assessment evidence may be undertaken in a range of formats. Regardless of the form of recording used, the guiding principle must be that information relating to practice information must comply with legal requirements and best practice in the sector in relation to confidentiality of information whilst still being able to be tracked for internal verification and external quality assurance purposes.

Where candidates have particular needs the evidence may vary, provided that any alternative evidence demonstrates the assessment requirements as identified in the unit.

Recording forms

City & Guilds has developed a set of recording forms specifically for these qualifications; *Recording forms for Award/Certificate in Work with Parents (3599)*.

They are available from the City & Guilds website;

www.cityandguilds.com/childrenandyoungpeople or by doing a qualification search using the qualification number **3599**.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the Qualification Consultant, before they are used by candidates and assessors at the centre.

4 Assessment

4.2 Accreditation of prior learning and experience (APEL)

Accreditation of Prior Learning (APL) and Accreditation of Prior Experience and Learning (APEL) are approaches used to recognise how a person's previous experience might contribute to a qualification.

APL or APEL may be appropriate for learning outcomes or complete units where the evidence fully meets the criteria and the candidate can prove that it is all their own work and has currency.

Currency Boundaries

Any evidence gained prior to the date of candidate registration and assessment planning may be considered as APL/APEL evidence and consequently treated as such by the assessor.

It is not possible to place exact limitations on the period of time that existing evidence may be drawn because the rules of evidence apply to APEL as well as other evidence types, i.e. if the evidence provides proof of the candidate's competence then it is acceptable. However, given the considerable changes in theory and practice, it is vital that the issue of currency is clearly established by the assessor. Assessors should record how they have established currency, checked the retention of knowledge and skills presented and ensured the authenticity of any evidence presented for APL/APEL.

Evidence presented from more than five years ago could reasonably be regarded as beyond an acceptable period of currency. Therefore centres considering the use of such evidence should seek advice from their Qualification Consultant.

Recording forms

City & Guilds has developed a set of recording forms specifically for these qualifications; *Recording forms for Award/Certificate in Work with Parents (3599)*.

They are available from the City & Guilds website;

www.cityandguilds.com/childrenandyoungpeople or by doing a qualification search using the qualification number **3599**.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the Qualification Consultant, before they are used by candidates and assessors at the centre.

5 Exemplar evidence

5.1 Exemplar of holistic assessment

Holistic assessment

Please see the two following examples of holistic assessment for levels 2 and 3

5 Exemplar evidence

5.2 Holistic observation Level 2

Observation Record

Unit __ Holistic Observation Level 2 – Exemplar

Qualification / unit ... Units 200, 201, 202, 204.....

Candidate name Liz Hulme.....

Use this form to record details of activities (tick as appropriate)

- observed by your assessor
- seen by expert witness
- seen by witness
- self reflective account

Evidence ref(s):

Unit number(s):
200,201,202,204

NB Your assessor may wish to ask you some questions relating to this activity. There is a separate sheet for recording these. The person who observed/witnessed your activity must sign and date overleaf.

Links to unit	Details of observation
<u>Unit 200</u> LO no. 3 2,3	I went to visit Liz at the Parents Room at the Primary school where she was a Parent Helper (volunteer) – Liz worked under the guidance of the Parental Involvement Tutor – Chris.
LO no.4 2,5,7	Liz showed me round the school and to the room that was dedicated to the parents, she also introduced me to Chris, Gaynor the crèche worker and to the head teacher. The morning session that I had come to observe was very much an open door support session with Liz’s role to welcome the parents, explain the aims of the support service in the school and to encourage the parents to join in or sign up for specific courses or activities. Liz showed me the leaflets on the courses and explained how they had had them translated into different community languages e.g. Somali and Polish for communities that had children at the school. Liz also showed me the paperwork they had to complete for enquiries and referrals to fit in with the school policies and procedures.
<u>Unit 201</u> LO no.1 2,3,4,5,6,	
LO no.2 1,2	
LO no.3 1,2,3	As I had arrived before the start of the school day Liz explained to me how she herself had become involved in the sessions as a parent , and was very proud to have ‘graduated’ into becoming a ‘helper’.
<u>Unit 202</u> LO no.1 1,5	
LO no.2	As children were dropped off at school a steady stream of parents came into the room and they were met by Liz. Liz welcomed them warmly and offered them a cup of tea/coffee, reminding them of the health and safety rules re: hot drinks - if they had smaller children with them, Liz showed them play corner and small tables already prepared with arts and crafts activities e.g. Stickers, shapes etc. she also introduced them to Gaynor the crèche worker.

<p>4</p> <p>Or</p> <p><u>Unit 204</u></p> <p>LO no.1</p> <p>1,2,</p>	<p>The atmosphere was very calm and welcoming and after the initial stream of parents arriving I observed Liz talking to individuals, asking them how they were and demonstrating excellent techniques of active listening as they told her of issues e.g.: one parent was explaining how her little boy had now settled in and had gone into school this morning without any upset. Liz's reacted with genuine pleasure as it had obviously been a huge breakthrough for the child and his parent. Liz was obviously fully aware of the situation and her expression of pleasure at the positive outcome demonstrated partnership working.</p> <p>Another parent was asking Liz about the Family Literacy sessions e.g. when they would restart and Liz explained that Chris would be over in a few minutes to take interested names. Liz was very positive about the courses and was able to describe how supportive and helpful they could be.</p> <p>At all times Liz demonstrated good partnership work with her colleagues Chris and Gaynor, and a good example was when I saw one child become upset because her mother had left the room – Liz stepped in to support Gaynor so that it would not be too disruptive to the other children.</p> <p>I stayed for 45 minutes then arranged to see Liz following our next tutorial session to give her feedback and plan her next assessment.</p>
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Name of assessor ___Anne Assessor_____

Signature ___A.Assessor_____

Date ___22/3/08_____

5 Exemplar evidence

5.3 Holistic observation Level 3

Unit __ Holistic Observation Level 3 – Exemplar

Qualification / unit ... Units 300, 302, 305, 308.....

Candidate nameFiona Jones.....

Use this form to record details of activities (tick as appropriate)

- observed by your assessor
- seen by expert witness
- seen by witness
- self reflective account

Evidence ref(s):

Unit number(s):
300, 302, 305, 308

NB Your assessor may wish to ask you some questions relating to this activity. There is a separate sheet for recording these. The person who observed/witnessed your activity must sign and date overleaf.

Links to unit	Details of observation
<u>Unit 300</u> LO no.2 1,2,3 LO no.3 LO no.4 1,2	I visited Fiona Jones at her group at the local family centre. I observed Fiona greeting the parents warmly as they arrived with their children for the afternoon session. She greeted them by their names and had a word with each of them. I observed a new parent arrive and Fiona asked her name and enquired of her if the directions she had given her over the phone had been helpful, the parent appeared to relax a little because of this personalised greeting. Fiona directed her to the main room explaining about the crèche facilities and where the parent could leave her child's buggy, and on the way through she introduced her to another parent and asked her to show her the 'ropes' explaining that she would be with her in a few minutes when everyone had arrived and the child had settled into the crèche. The parent appeared nervous and Fiona reassured her that the crèche was in the next room and the crèche workers would ensure that they would let her know how the child was. The parent seemed less anxious with this clear explanation. Fiona continued with her 'meet and greet' until all the parents (8) had arrived.
<u>Unit 302</u> Lo no.1 6,8 LO no.3 4	Fiona went through to the main room where the parents were meeting in a group and the children had been taken into the crèche. Fiona warmly greeted them again (introduced me as her assessor and explained my role) and asked, generally how they had been over the week since their last visit. She introduced the new parent and asked her to give her name. This was very sensitively done as the new parent did appear nervous and anxious. Fiona then asked the group to recap on the previous session, facilitating the group members' responses. The main issues that had been discussed were linked to their children's sleep patterns and getting the children to bed at a reasonable time. Fiona started the discussions with – "share with us what was the most positive thing that has happened with your child's sleep in the past week?" – this question facilitated lots of sharing of personal experiences and Fiona facilitated the group's
<u>Unit 305</u> LO no.1	

<p>2,3,4,5,6</p> <p>LO no.2</p> <p>3</p>	<p>responses, showing her skills of active listening by checking out, facilitating nods/'mms', paraphrasing, etc. The individuals in the group were very verbal and an excellent discussion took place.</p>
<p>Unit 308</p> <p>LO no.2</p> <p>3,4</p> <p>LO no.3</p> <p>2</p> <p>LO4</p> <p>No.1</p>	<p>The new member of the group was encouraged by Fiona to join in and she disclosed her problem with her child's early waking (as opposed to going to sleep) – other members of the group came up with some reasonable solutions including offering the parent some 'blocking out' light curtains. The new parent was obviously really pleased to be welcomed and accepted into the group – this was shown in her body language. Fiona thanked the group for making the new parent welcome and asked the group to decide on the issue/s for next week – whilst explaining to the new parent that they tried to have a weekly discussion theme but other pertinent issues could be discussed as well if the needs arose.</p> <p>(Fiona then showed me out of the centre, as I had to leave, for another meeting – we arranged for me to return on Wednesday to give her detailed feedback)</p>

Name of assessor __Anne Assessor_____

Signature: __A.Assessor_____

Date of assessment __25/4/08_____

5 Exemplar evidence

5.4 Reflective account

Unit/outcome	
<p><u>Unit 301</u> L.O.2 3,4</p> <p>L.O.3 3,4</p> <p>L.O.4 1</p>	<p>In my role as parent support worker at our busy community children's centre – I regularly as part of my normal working practice find myself giving advice and support to parents about the suitability of play and activities for their children.</p> <p>I recently supported a parent that was having some difficulties with her 7 year old boy's boisterous behaviour when he returned home from school. The mother has a younger child of 10 months and on return from picking up her 7 year old from school found that he wanted to play with the baby at what she considered to be 'rough and tumble' games that always seemed to end up with the younger child becoming distressed. The parent at this stage was also trying to prepare tea for both the children so that she could help the older child with their reading once she had settled the younger child.</p> <p>We talked together during the group session but it was obvious to me that she required me to speak to her on a one to one basis and we arranged a specific time the following afternoon when she knew the baby was having a nap and prior to her picking up the 7 year old.</p> <p>We discussed the issues leading up to the child's behaviour and I gave her a template of *'abc' (antecedent, behaviour, consequences /diary sheet and the concepts of this practice.</p>
<p><u>Unit 302</u> L.O.1 3,6</p> <p>L.O.2 1,2,3</p> <p>L.O.4 2</p>	<p>We met the following week to identify the issues that the 'abc' experience had found.</p> <p>The mother had identified that there was a repeated pattern to her 7 year old's behaviour in that as soon as they got home when she had taken the baby out of the pushchair she went through to the kitchen to put on the kettle for a warm drink – the 7 year old immediately started to try to play with the baby e.g. tickling games or round and round the garden etc. The baby would start to cry (maybe with the combination of her absence and the onslaught of physical play from the 7 year old.) The more the baby became distressed the more the 7 year old tried to play the games with the baby – the situation became very stressful and the mother returned to the living room – to a situation that looked as through the 7 year old was being too boisterous when in fact he was just trying to play with his little sister.</p>
<p><u>Unit 315</u> L.O.1 1,</p> <p>L.O.2 2,3</p> <p>L.O.4 4,5</p> <p>L.O.5 1</p>	<p>We then discussed how this recurring situation could be changed. The mother came up with some brilliant ideas – like she would change her timings for making a hot drink until after both children had settled ensuring that she would include them in the preparation of the tea (e.g. making the sandwiches), she would spend some quality time with the 7 year old on the way home from school playing games like 'I spy' or other guessing games (appropriate for his age/development) – to ensure that he felt valued after his separation from his mother at school. The baby was safely in her pushchair then so her demands were limited.</p> <p>Her ideas appeared to have helped her to dispel the partial myth that it was the boisterous behaviour of the 7 year old that was the problem.</p> <p>Through talking through the situation she had 'problem solved' the situation and was on the way to looking at a variety of solutions for the whole family. We agreed to meet at the next group meeting the following Tuesday and for her to give me an update then.</p> <p>I think that I dealt with the situation well however I probably should have</p>

	taken a little more time in explaining the 'ABC' approach to her. In addition, we did spend some time discussing the types of activities all three of them could do together e.g. dough, paint, sand etc. but the mother had a good knowledge of these it was much more her own confidence linked to the problem solving.
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* A recognised method of analysing behaviour issues that is well researched, efficient and effective. (Evidenced based practice)

6 Units

Availability of units

The units for these qualifications follow.

Structure of the units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds reference number
- Title
- Level
- Credit value
- Unit aim
- Relationship to NOS/other qualifications
- Statement of notional learning hours
- Learning outcomes and assessment criteria
- Guidance
- Suggested evidence
- Suggested good practice

The learning outcomes and assessment criteria are also viewable on The Register of Regulated Qualifications, register.ofqual.gov.uk

6 Units

6.1 Summary of the units

City & Guilds unit number	Title	Level	Credits	UAN number
200	Build and maintain relationships in work with parents	2	6	L/502/3140
201	Support parents to gain knowledge and access information and services	2	3	F/502/4690
202	Contribute to providing safe and inclusive environments for parents	2	3	J/502/4691
203	Support parents to meet their children's needs	2	3	L/502/4692
204	Contribute to work with groups of parents	2	3	R/502/4693
300	Build and maintain relationships in work with parents	3	6	D/502/4678
301	Work with parents to meet their children's needs	3	3	Y/502/4680
302	Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	3	3	H/502/4682
303	Enable parents to reflect on the influences in parenting and the parent-child relationship	3	6	M/502/4684
304	Effective communication with parents	3	3	A/502/4686
305	Build and maintain team relationships with colleagues engaged in work with parents	3	3	Y/502/4694
306	Reflect on and update own knowledge and practice	3	3	D/502/4695
307	Build and maintain relationships with the wider community	3	3	T/502/4590
308	Work with groups of parents	3	3	F/502/4656
309	Provide services that meet parents' needs	3	3	L/502/4594
311	Engage parents in their children's early learning	3	3	M/502/3812

City & Guilds unit number	Title	Level	Credits	UAN number
312	Engage young parents in supporting their children's development	3	3	J/502/4660
313	Engage fathers in their children's early learning	3	3	Y/502/4663
314	Work with parents to understand and meet their own needs	3	3	H/502/4665
315	Deliver services that value and respect parents	3	3	T/502/4668
316	Provide environments that are sensitive to the culture, religion, gender or disability of the parents	3	3	T/502/4671
317	Caseload management	3	3	D/601/1343
400	Build and maintain relationships in work with parents	4	6	H/502/3998
401	Support families with complex and multiple needs towards learning, training and employment	4	4	M/504/0416
402	Support parents in their couple relationship	4	3	T/504/0417
403	Support parents to understand and manage the impact of their conflict on children	4	4	A/504/0418

Unit 200

Build and maintain relationships in work with parents

Level: 2

Credit value: 6

UAN number: L/502/3140

Unit aim

The aim of this unit is to enable the learner to understand and use the skills required to build and maintain helpful and effective relationships with parents in order to work with them in a positive way.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. understand the principles and values that underpin work with parents
2. understand the nature of an effective relationship with parents
3. understand barriers to participation which may be encountered by parents
4. understand how to build and maintain relationships with parents
5. understand how to reflect on own practice in building and maintaining relationships with parents

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is developed from WWP 201, 301, Principles and Values statement for WWP sector, also WWP 310.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 200 Build and maintain relationships in work with parents

Learning outcomes and assessment criteria

Outcome 1 Understand the principles and values that underpin work with parents

The learner can:

1. describe key principles and values that underpin the National Occupational Standards for Work with Parents
2. define non-judgemental and anti-discriminatory practice
3. define entitlement, equality of opportunity and inclusiveness
4. describe how equality of opportunity, and anti-discriminatory practice can be supported in work with parents

Outcome 2 Understand the nature of an effective relationship with parents

The learner can:

1. explain why it is important to work in partnership with parents
2. describe benefits of parenting services for parents and their children
3. explain the importance of trust when developing relationships with parents
4. describe the role of ground rules in parenting services

Outcome 3 Understand barriers to participation which may be encountered by parents

The learner can:

1. describe key barriers to participation which may be encountered by parents
2. describe ways in which barriers can be overcome
3. describe how parents can be supported to overcome barriers they encounter

Outcome 4 Understand how to build and maintain relationships with parents

The learner can:

1. describe own role and responsibilities towards parents, identifying the boundaries of the relationship
2. demonstrate how trust can be developed in relationships with parents
3. describe rules governing confidentiality and data protection and the limits of confidentiality
4. demonstrate how to agree the aims, outcomes and procedures of the relationship
5. describe ways of maintaining contact with parents
6. describe when it is appropriate to refer parents to colleagues
7. record information as appropriate

Outcome 5 Understand how to reflect on own practice in building and maintaining relationships with parents

The learner can:

1. explain why practitioners working with parents should reflect on their practice
2. reflect on own practice in building and maintaining relationships with parents

Unit 200 Build and maintain relationships in work with parents

Suggested good practice

It should be recognised that those working towards build and maintain relationships in work with parents at level 2 may fall into one of two brackets. Candidates may have completed an induction award and are progressing onto level 2 or they may have joined a programme of study directly at level 2 – from a position of being a group member or volunteer helper. By whatever path a candidate comes to be studying at level 2, it is vital that they understand the basics before progressing.

Whilst delivering and assessing the outcomes, it is important to focus on issues within Work with Parents. It should be made clear to candidates that there are a variety of settings within the sector and the candidate will need to differentiate from one provision to another, and have a clear understanding of the different kinds of settings, and the limits to their own role.

The unit should be delivered in an interactive format engaging the candidate in a full range of diverse learning opportunities. Activities such as class discussion where candidates can share experiences they have had in a supportive group or individual environment where work with parents has been the fundamental aim is a good way of starting the unit.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents' service. Access to resources for investigation and research are recommended within the learning environment, and can be linked to the 'Key Skills' units if appropriate.

Suggested resources

There are a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Tutors should use those they feel most comfortable with. Please ensure that the latest edition is used in this fast changing sector.

Unit 200 Build and maintain relationships in work with parents

Suggested evidence

Centres should note the suggested evidence identified for Unit 200 is **not** an exhaustive list.

Outcome 1 professional discussion or written report/assignment and/or observation of practice

Outcome 2 professional discussion or observation of practice or reflective account

Outcome 3 professional discussion or written report

Outcome 4 observation of practice, professional discussion or reflective account, work products

Outcome 5 reflective account/journal

Unit 201

Support parents to gain knowledge and access information and services

Level: 2

Credit value: 3

UAN number: F/502/4690

Unit aims

The aim of this unit is to provide the learner with the knowledge, understanding and skills to support parents to gain knowledge and access information and services.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. understand how to identify information and resources requested by parents
2. understand how to enable parents to gain knowledge and access information and services
3. understand how to provide information to parents
4. understand how to support parents to use parenting services

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the WWP National Occupational Standards 201, 202, 312 & 313

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 201 **Support parents to gain knowledge and access information and services**

Learning outcomes and assessment criteria

Outcome 1 Understand how to identify information and resources requested by parents

The learner can:

1. describe the role of statutory, voluntary and private agencies, explaining the difference between them
2. describe how to identify with parents the information they need
3. describe and demonstrate techniques used to build effective relationships with parents
4. describe and demonstrate different formats for communicating information
5. describe techniques used to identify the preferred language(s) of parents for receiving information
6. describe and demonstrate how to access translation and interpreting services

Outcome 2 Understand how to enable parents to gain knowledge and access information and services

The learner can:

1. describe and demonstrate how to identify reliable and accurate sources of knowledge and information to meet parents' needs
2. describe potential barriers experienced by parents when accessing information
3. describe and demonstrate strategies to enable parents to gain knowledge and access information
4. describe and demonstrate how to use agencies to help parents access information
5. explain the importance of parents gaining knowledge and accessing information for themselves
6. describe and demonstrate how to obtain feedback from parents on the usefulness of the information

Outcome 3 Understand how to provide information to parents

The learner can:

1. provide information for parents which is up-to-date and in line with organisational requirements
2. describe and demonstrate how to clarify that parents understand the information provided
3. describe the boundaries of own role in providing information, advice and guidance to parents

Outcome 4 Understand how to support parents to use parenting services

The learner can:

1. describe the benefits of parenting services to parents and identify their expectations
2. describe and demonstrate strategies which may be used to enable parents to access services
3. describe the impact of stereotypical attitudes and labelling on parents' willingness to access services
4. describe when it is appropriate to signpost parents to other services
5. describe ways of developing a working relationship with agencies, individuals and services to which parents may be referred
6. describe and demonstrate how to review with parents their use of identified services, agreeing any further action

Unit 201 Support parents to gain knowledge and access information and services

Suggested good practice

It should be recognised that those working towards support parents to gain knowledge and access information and services at level 2 may fall into one of two brackets. Candidates may have completed an induction award and are progressing onto level 2 or they may have joined a programme of study directly at level 2. By whatever path a candidate comes to be studying support parents to gain knowledge and access information and services at level 2, it is vital that they understand this crucial unit before progressing.

Whilst delivering and assessing the outcomes, it is important to focus on issues within Work with Parents. It should be made clear to candidates that the Work with Parents, values and principles should be integrated within the candidate's practice, knowledge and understanding of this important unit.

The unit should be delivered in an interactive format engaging the candidate in a full range of diverse learning opportunities. Activities such as class discussion where candidates can share experiences they have had in an environment following the Work with Parents value base is a good way of starting the unit.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery of this unit to support the essence of the delivery of an effective Work with Parents' service.

Access to resources for investigation and research is recommended within the learning environment, and can be linked to the 'Key Skills' units if appropriate.

Suggested resources

There are a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Tutors should use those they feel most comfortable with. Please ensure that the latest edition is used in this fast changing sector of employment.

Unit 201 Support parents to gain knowledge and access information and services

Suggested evidence

Centres should note the suggested evidence identified for Unit 201 is **not** an exhaustive list.

Outcome 1 observation of practice, reflective account, professional discussion, work products
e.g. leaflets

Outcome 2 observation of practice, reflective account, professional discussion

Outcome 3 observation of practice, reflective account

Outcome 4 observation of practice, reflective account, professional discussion

Unit 202

Contribute to providing safe and inclusive environments for parents

Level: 2

Credit value: 3

UAN number: J/502/4691

Unit aims

The aim of this unit is to enable the learner to provide an appropriate environment which parents can access and in which they feel safe, valued and have their culture respected.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. understand how to support parents so that they feel safe, comfortable and confident
2. understand procedures for maintaining health and safety requirements
3. understand how to support parents to value and respect diversity in the culture and background of parents

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the WWP National Occupational Standards; 203, 204 and 315

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 202

Contribute to providing safe and inclusive environments for parents

Learning outcomes and assessment criteria

Outcome 1 Understand how to support parents so that they feel safe, comfortable and confident

The learner can:

1. describe and demonstrate how to create a welcoming environment which promotes inclusion
2. describe support available to parents whose first language is not English
3. describe and demonstrate strategies to promote interaction between parents
4. describe key principles of working with groups and one to one, explaining the importance of ground rules and confidentiality
5. describe and demonstrate techniques for approaching parents in ways that promote their confidence and self-esteem, explaining why this is important
6. describe and demonstrate how to support parents to work within the principles of anti-discriminatory practice and to value diversity

Outcome 2 Understand procedures for maintaining health and safety requirements

The learner can:

1. describe health and safety risks and hazards which may exist in the work place, and how they can be minimised
2. describe and demonstrate how a risk assessment is carried out in the work environment
3. describe procedures and reporting systems to be followed when a hazard is identified
4. describe and demonstrate how to prepare and maintain the layout of indoor and outdoor meeting areas, equipment and materials to ensure health and safety
5. describe good hygiene practices for handling food and disposing of waste products
6. demonstrate how to share information with parents about health and safety

Outcome 3 Understand how to support parents to value and respect diversity in the culture and background of parents

The learner can:

1. demonstrate respect for cultural values and diversity in work with parents
2. explain the benefit of acknowledging and valuing similarities and differences between parents
3. describe and demonstrate how to discuss similarities and differences between parents positively
4. describe and demonstrate techniques which support parents to avoid stereotyping, identifying its potential impact
5. describe and demonstrate techniques to encourage parents to support each other
6. describe how to resolve conflicts constructively in a way which does not undermine confidence
7. describe how to give constructive feedback while valuing diversity

Unit 202

Contribute to providing safe and inclusive environments for parents

Suggested good practice

It should be recognised that those working towards contribute to providing safe and inclusive environments for parents at level 2 may fall into one of two brackets. Candidates may have completed an induction award and are progressing onto level 2 or they may have joined a programme of study directly at level 2. By whatever path a candidate comes to be studying Contribute to providing safe and inclusive environments for parents at level 2, it is vital that they understand this crucial unit before progressing.

Whilst delivering and assessing the outcomes, it is important to focus on issues within Work with Parents. It should be made clear to candidates that the Work with Parents, values and principles should be integrated within the candidate's practice, knowledge and understanding of this important unit.

The unit should be delivered in an interactive format engaging the candidate in a full range of diverse learning opportunities. Activities such as class discussion where candidates can share experiences they have had in an environment following the Work with Parents value base is a good way of starting the unit.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery of this unit to support the essence of the delivery of an effective Work with Parents' service.

Access to resources for investigation and research is recommended within the learning environment, and can be linked to the 'Key Skills' units if appropriate.

Suggested resources

There are a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Tutors should use those they feel most comfortable with. Please ensure that the latest edition is used in this fast changing sector of employment.

Learners may find it helpful to access the following websites:

- Health & Safety Executive www.hse.gov.uk
- Equal Opportunities Commission www.eoc.org.uk

Unit 202 Contribute to providing safe and inclusive environments for parents

Suggested evidence

Centres should note the suggested evidence identified for Unit 202 is **not** an exhaustive list.

Outcome 1 observation of practice, reflective account, professional discussion

Outcome 2 observation of practice, reflective account, professional discussion

Outcome 3 observation of practice, reflective account, assignment – case study

Unit 203

Support parents to meet their children's needs

Level: 2

Credit value: 3

UAN number: L/502/4692

Unit aims

The aim of this unit is to provide the learner with the knowledge and skills to support work with parents to enable them to address their children's needs.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. understand key features of the expected development patterns of children and young people
2. understand how to work with parents to identify the age-related needs of their children
3. understand how to help parents to use communication to meet children's needs

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the WWP National Occupational Standards 307 and 308.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 203 Support parents to meet their children's needs

Learning outcomes and assessment criteria

Outcome 1 Understand key features of the expected development patterns of children and young people

The learner can:

1. define the meaning of the terms 'child development' and 'expected patterns of development'
2. identify key features of the agreed range of physical and intellectual development of a specified age-group of children or young people
3. describe key types of transitions that a child or young person may experience

Outcome 2 Understand how to work with parents to identify the age-related needs of their children

The learner can:

1. explain why it is important to provide support to parents during key transitions in their children's lives
2. describe the age-specific needs of children in a chosen age group
3. demonstrate good practice in listening to parent's concerns about their child's needs
4. describe good practice in enabling parents of children with a specific or an additional need to access support
5. describe circumstances when it is appropriate to refer parents to other colleagues or services

Outcome 3 Understand how to help parents to use communication to meet children's needs

The learner can:

1. describe and demonstrate ways in which communication between parents and children may be used to meet children's needs
2. describe different types of communication between parents and children which may be used to support children's needs
3. describe ways in which parents can help children to name their feelings, including those expressed non-verbally
4. describe and demonstrate the use of tools which parents may use to encourage communication and language skills

Unit 203 Support parents to meet their children's needs

Suggested good practice

It should be recognised that those working towards support the work of parents to meet their children's needs at level 2 may fall into one of two brackets. Candidates may have completed an induction award and are progressing onto level 2 or they may have joined a programme of study directly at level 2. By whatever path a candidate comes to be studying – Support parents to meet their children's needs at level 2, it is vital that they understand this crucial unit before progressing.

Whilst delivering and assessing the outcomes, it is important to focus on issues within Work with Parents. It should be made clear to candidates that the Work with Parents, values and principles should be integrated within the candidate's practice, knowledge and understanding of this important unit.

The unit should be delivered in an interactive format engaging the candidate in a full range of diverse learning opportunities. Activities such as class discussion where candidates can share experiences they have had in an environment following the Work with Parents value base is a good way of starting the unit.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery of this unit to support the essence of the delivery of an effective Work with Parents' service.

Access to resources for investigation and research is recommended within the learning environment, and can be linked to the 'Key Skills' units if appropriate.

Suggested resources

There are a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Tutors should use those they feel most comfortable with. Please ensure that the latest edition is used in this fast changing sector of employment.

Unit 203 Support parents to meet their children's needs

Suggested evidence

Centres should note the suggested evidence identified for Unit 203 is **not** an exhaustive list.

Outcome 1 assignment, reflective account, professional discussion

Outcome 2 observation of practice, reflective account, professional discussion

Outcome 3 observation of practice, reflective account, professional discussion

Level: 2

Credit value: 3

UAN number: R/502/4693

Unit aims

The aim of this unit is to enable the candidates to support group work with parents and co-facilitate groups of parents to address their needs.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. understand the roles of the group facilitator and co-facilitator
2. understand how to contribute to the preparation for group work
3. understand how to contribute to the achievement of a group task
4. understand how to reflect on own performance as a co-facilitator

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the WWP National Occupational Standards 319.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 204 Contribute to work with groups of parents

Learning outcomes and assessment criteria

Outcome 1 understand the roles of the group facilitator and co-facilitator

The learner can:

1. describe the role of a group facilitator in work with parents, identifying the skills and qualities necessary for the role
2. describe the role of a co-facilitator in work with parents, identifying its boundaries
3. describe different styles of facilitation
4. describe rules of confidentiality and data protection and how they can be applied
5. describe a physical environment appropriate for group work with parents
6. explain why a facilitator ensures that all members of the group have the opportunity to participate in a group task

Outcome 2 Understand how to contribute to the preparation for group work

The learner can:

1. describe and demonstrate how to negotiate own supporting role with the group facilitator
2. plan for setting up a group, identifying actions required
3. identify and select resources to support the facilitation of an identified group task
4. select and prepare an appropriate ice breaking activity, describing its purpose

Outcome 3 Understand how to contribute to the achievement of a group task

The learner can:

1. demonstrate how to work with a group of parents within the boundaries agreed with the facilitator
2. describe the purpose and outcomes of maintenance interventions and task interventions
3. describe group agreements and their purpose
4. describe how 'blocks to learning' may affect the group's achievement of a task

Outcome 4 Understand how to reflect on own performance as a co-facilitator

The learner can:

1. reflect on own performance as a co-facilitator

Unit 204 Contribute to work with groups of parents

Suggested good practice

It should be recognised that those working towards contribute to work with groups of parents at level 2 may fall into one of two brackets. Candidates may have completed an induction award and are progressing onto level 2 or they may have joined a programme of study directly at level 2. By whatever path a candidate comes to be studying contribute to work with groups of parents, at level 2, it is vital that they understand this crucial unit before progressing.

Whilst delivering and assessing the outcomes, it is important to focus on issues within Work with Parents. It should be made clear to candidates that the Work with Parents, values and principles should be integrated within the candidate's practice, knowledge and understanding of this important unit.

The unit should be delivered in an interactive format engaging the candidate in a full range of diverse learning opportunities. Activities such as class discussion where candidates can share experiences they have had in an environment following the Work with Parents value base is a good way of starting the unit.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery of this unit to support the essence of the delivery of an effective Work with Parents' service.

Access to resources for investigation and research is recommended within the learning environment, and can be linked to the 'Key Skills' units if appropriate.

Suggested resources

There are a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Tutors should use those they feel most comfortable with. Please ensure that the latest edition is used in this fast changing sector of employment.

Unit 204 Contribute to work with groups of parents

Suggested evidence

Centres should note the suggested evidence identified for Unit 204 is **not** an exhaustive list.

Outcome 1 observation of practice, reflective account, professional discussion

Outcome 2 observation of practice, reflective account, work products e.g. work plans

Outcome 3 observation of practice, reflective account, professional discussion, assignment-written or verbal report

Outcome 4 reflective account

Unit 300

Build and maintain relationships in work with parents

Level: 3

Credit value: 6

UAN number: D/502/4678

Unit aims

This unit is about building helpful and effective relationships with parents in order to work with them in a positive way

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. understand the principles and values that underpin work with parents
2. understand the nature of an effective relationship with parents
3. understand how barriers to participation for parents can be overcome
4. understand how to negotiate and/or agree the basis of relationships with parents
5. understand how to agree the boundaries of the relationship
6. understand how to maintain the relationship with parents
7. understand how to reflect on own practice in building and maintaining relationships with parents

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the previous National Occupational Standards for Work with Parents 301 – Principles and Values statement for WWP sector and from WWP 310.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 300 Build and maintain relationships in work with parents

Learning outcomes and assessment criteria

Outcome 1 Understand the principles and values that underpin work with parents

The learner can:

1. explain the principles and values that underpin the National Occupational Standards for Work with Parents
2. explain and demonstrate what is meant by evidence based practice
3. explain how individuality, difference and diversity can be respected and celebrated in work with parents
4. explain how equality of opportunity, inclusion, and non-judgemental and anti-discriminatory practice can be promoted and supported in work with parents

Outcome 2 Understand the nature of an effective relationship with parents

The learner can:

1. explain the ethos of the partnership model of working with parents and its implementation in own practice
2. explain and demonstrate how parents can be assisted to appreciate the benefits of parenting services for themselves and their children
3. explain the importance of trust when developing relationships with parents
4. explain the importance and role of ground rules for service delivery.

Outcome 3 Understand how barriers to participation for parents can be overcome

The learner can:

1. explain key barriers to participation for parents and ways in which they can be overcome
2. explain and demonstrate strategies to support parents to overcome barriers they encounter.

Outcome 4 Understand how to negotiate and/or agree the basis of relationships with parents

The learner can:

1. explain and demonstrate how roles, responsibilities and the purpose of the relationship are clarified
2. demonstrate strategies for developing trust in relationships with parents
3. explain and apply rules governing confidentiality and data protection and the limits of confidentiality
4. explain and demonstrate how the aims, outcomes and procedures of the relationship are negotiated and/or agreed
5. explain factors to be considered when recording information

Outcome 5 Understanding how to agree the boundaries of the relationship

The learner can:

1. explain and demonstrate how the boundaries of the relationship are clarified
2. explain and demonstrate how ground rules are clarified

Outcome 6 Understand how to maintain the relationship with parents

The learner can:

1. explain and demonstrate ways of maintaining contact with parents, identifying any limits of contact
2. explain and demonstrate how to review progress
3. explain when it is appropriate to signpost parents to other services

Outcome 7 Understand how to reflect on own practice in building and maintaining relationships with parents

1. explain why practitioners working with parents should reflect on their practice
2. reflect on own practice in building and maintaining relationships with parents

Unit 300 Build and maintain relationships in work with parents

Suggested good practice

It should be recognised that those working towards build and maintain relationships in work with parents with parents at level 3 may fall into one of two brackets. Learners may have completed a level 2 award and are progressing onto level 3 or learners that may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying at level 3, it is vital that they understand the importance of embedding this value base into their everyday practice before progressing.

Whilst delivering and assessing the outcomes, it is important to focus on issues within Work with Parents. It should be made clear to candidates that there are a variety of settings within the sector and the candidate will need to differentiate from one provision to another, and have a clear understanding of the different kinds of settings, and the limits to their own role.

The unit should be delivered in an interactive format engaging the candidate in a full range of diverse learning opportunities. Activities such as class discussion where candidates can share experiences they have had in a supportive group or individual environment where work with parents has been the fundamental aim is a good way of starting the unit.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents' service at level 3

Access to resources for investigation and research is recommended within the learning environment, and can be linked to the 'Key Skills' units if appropriate.

Suggested resources

There are a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Tutors should use those they feel most comfortable with. Please ensure that the latest edition is used in this fast changing sector of employment.

Unit 300 Build and maintain relationships in work with parents

Suggested evidence

Centres should note the suggested evidence identified for Unit 300 is **not** an exhaustive list.

- Outcome 1** professional discussion, observation of practice, reflective account, assignment - written report covering criteria
- Outcome 2** observation of practice, reflective account, professional discussion
- Outcome 3** assignment – case study
- Outcome 4** observation of practice, professional discussion or questions
- Outcome 5** observation of practice, professional discussion or questions
- Outcome 6** observation of practice, professional discussion
- Outcome 7** reflective account

Unit 301

Work with parents to meet their children's needs

Level: 3

Credit value: 3

UAN number: Y/502/4680

Unit aims

The unit aims to provide the knowledge and skills to support parents to understand the changes necessary as their children develop and as they themselves develop as parents

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. understand the nature of the parent and child relationship
2. know how to work with parents to understand the nature of the parent and child relationship
3. understand how to work with parents to provide age appropriate support for a specified age group of children
4. understand how to reflect on own practice in working with parents to meet their children's needs

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the WWP National Occupational Standards 307

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 301 Work with parents to meet their children's needs

Learning outcomes and assessment criteria

Outcome 1 Understand the nature of the parent and child relationship

The learner can:

1. explain the evolving and interdependent nature of the relationship between parents and their children
2. explain key factors which affect the relationship between parents and children through all developmental stages
3. explain key types of transitions that a child or young person may experience
4. explain changes which parenthood makes to the lives of parents
5. explain key factors in the process and function of bonding and attachment
6. explain key factors in the process of children's development of a sense of self

Outcome 2 Know how to work with parents to understand the nature of the parent and child relationship

The learner can:

1. explain and demonstrate strategies to support parents in understanding that both parents and children develop and change over time and have unique temperaments
2. explain and demonstrate strategies to support parents in understanding the role of reciprocal responses and interaction in parenting
3. explain and demonstrate strategies to support parents in understanding that the process of parenting is one of progressive separation of child and parent
4. explain ways of challenging parents assertively and when it is appropriate to do so

Outcome 3 Understand how to work with parents to provide age appropriate support for a specified age group of children

The learner can:

1. identify key features of expected patterns of child development
2. explain the development and maturational tasks of a specified age group of children
3. explain and demonstrate strategies for supporting parents to meet the needs of a specified age group of children
4. explain and demonstrate strategies for meeting the support needs of parents of a specified age group of children

Outcome 4 Understand how to reflect on own practice in working with parents to meet their children's needs

The learner can:

1. reflect on own practice in working with parents to meet their children's needs. Identifying strengths and areas for development

Unit 301 Work with parents to meet their children's needs

Suggested good practice

It should be recognised that those working towards work with parents to meet their children's needs may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying the work with parents to meet their children's needs at level 3, it is a vital area that will need to be understood and practiced to check knowledge, understanding and skills.

Whilst delivering and assessing the outcomes it is important to focus on issues within Work with Parents, to have a clear understanding of the value base of work with parents as stated in the values and principles of work with parents, alongside knowledge of the established and emerging theories and their links into everyday practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents' service at level 3

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion, where learners can share experiences they have had in a working with parents setting/environment, is a good way of starting the unit. Using the learner's working with parents' experiences of working with a specific age group of children and young people could be shared by a presentation of crucial issues e.g. patterns of development, needs of a particular age range.

Access to resources for investigation and research will be needed within the learning environment and can be linked to the 'Key Skills' units.

Unit 301 Work with parents to meet their children's needs

Suggested evidence

Centres should note the suggested evidence identified for Unit 301 is **not** an exhaustive list.

Outcome 1 professional discussion or assignment - written report covering criteria

Outcome 2 observation of practice, reflective account, professional discussion

Outcome 3 observation of practice, reflective account, assignment - written report covering
 criteria

Outcome 4 reflective account

Unit 302

Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children

Level: 3

Credit value: 3

UAN number: H/502/4682

Unit aims

This unit aims to help parents to better understand the range of needs of their children and to help them identify ways of meeting these needs

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. know how to enable parents to understand and respond to children's feelings and behaviours
2. understand how to support parents to interact with their children in positive ways
3. understand how to develop parents' knowledge of how to support children's play, learning and creativity
4. understand how to work with parents to find positive ways to meet children's physical needs
5. understand how to reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the WWP National Occupational Standards 308.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 302

Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children

Learning outcomes and assessment criteria

Outcome 1 Know how to enable parents to understand and respond to children's feelings and behaviours

The learner can:

1. explain the importance of modelling behaviour for children and parents
2. explain the effects of harsh parenting on children
3. explain the importance of boundaries
4. explain parental strategies for holding boundaries
5. explain ways of promoting children's progression towards self discipline
6. explain and demonstrate how to enable parents to understand their children's feelings and behaviour
7. explain and demonstrate how to enable parents to assist children to recognise their feelings
8. explain how to enable parents to identify strategies for them and their children to manage conflict
9. explain when particular/specialist help is needed, and how to refer parents to appropriate services

Outcome 2 Understand how to support parents to interact with their children in positive ways

The learner can:

1. explain why parents must balance parental authority and the developing autonomy of their children, and how they can be supported in this
2. explain and demonstrate how to support parents to develop clear and developmentally appropriate ways of communication with their children
3. explain and demonstrate how parents can be supported to help their children understand the effect of their actions on others

Outcome 3 Understand how to develop parents' knowledge of how to support children's play, learning and creativity

The learner can:

1. explain the role of play in children's development
2. explain ways in which parents can support children's play in developmentally appropriate ways
3. explain how children can be encouraged to take the lead and develop their own ideas
4. describe sources of information and advice for parents on meeting children's play and learning needs

Outcome 4 Understand how to work with parents to find positive ways to meet children's physical needs

The learner can:

1. explain how to raise parents' awareness of common hazards and risks to children's safety inside and outside the home
2. explain how to enable parents to find strategies for addressing eating and sleeping issues
3. describe sources of information and advice on meeting children's physical needs

Outcome 5 Understand how to reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children

The learner can:

1. reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children, identifying strengths and areas for development

Unit 302 Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children

Suggested good practice

It should be recognised that those working towards work with parents to meet their children's needs may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying the Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children at level 3, it is a vital area that will need to be understood and practiced to check knowledge, understanding and skills.

Whilst delivering and assessing the outcomes it is important to focus on issues within Work with Parents, to have a clear understanding of the value base of work with parents as stated in the values and principles of work with parents, alongside knowledge of the established and emerging theories and their links into everyday practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents' service at level 3

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion, where learners can share experiences they have had in a working with parents setting/environment, is a good way of starting the unit. Using the learner's working with parents' experiences of working with a specific age group of children and young people could be shared by a presentation of crucial issues e.g. everyday behaviour.

Access to resources for investigation and research will be needed within the learning environment and can be linked to the 'Key Skills' units.

Unit 302 Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children

Suggested evidence

Centres should note the suggested evidence identified for Unit 302 is **not** an exhaustive list.

- Outcome 1** observation of practice, professional discussion or assignment - written report covering criteria
- Outcome 2** observation of practice, reflective account, assignment - written report covering criteria
- Outcome 3** professional discussion, assignment - written report covering criteria
- Outcome 4** observation of practice, reflective account, professional discussion
- Outcome 5** reflective account

Unit 303

Enable parents to reflect on the influences in parenting and the parent-child relationship

Level: 3

Credit value: 6

UAN number: M/502/4684

Unit aims

The aim of this unit is to enable the learner to help parents in their parenting role to recognise the way in which parent child relationships can be affected by a wide range of factors.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. understand factors which can affect the parent-child relationship
2. understand how to help parents to consider influences on parenting and their effects
3. understand how to work with parents to use knowledge and awareness of influences on parenting
4. understand how to reflect on own practice in enabling parents to consider influences on parenting and the parent-child relationship

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the WWP National Occupational Standards 306.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 303 Enable parents to reflect on the influences in parenting and the parent-child relationship

Learning outcomes and assessment criteria

Outcome 1 Understand factors which can affect the parent-child relationship

The learner can:

1. explain the importance of acknowledging and validating parents' experiences
2. explain the variety of family structures which may be encountered in work with parents
3. explain societal expectations of the function of the family and parental roles and responsibilities
4. explain the effects that social, cultural and economic factors may have on parenting
5. explain ways in which the family links with the wider community and the positive and negative effects these have on parents and children
6. explain the principles of family dynamics and how these may influence parents
7. explain the effects of gender expectations on mothering and fathering
8. explain how parents' own experience of being parented and of being a child may affect their parenting
9. explain the effect of stress on parenting
10. explain the effects of different parenting styles on the parent and child relationship

Outcome 2 Understand how to help parents to consider influences on parenting and their effects

The learner can:

1. explain and demonstrate how to assess parents' awareness of influences on their approach to parenting
2. explain and demonstrate how to support parents to identify cultural, social, emotional and financial influences on parenting
3. explain and demonstrate how to support parents to identify how their personal values, beliefs and experiences influence their approach to parenting
4. explain and demonstrate how to support parents to identify how the level and extent of their children's needs influence their parenting
5. explain and demonstrate how to support parents to identify the effect of other family members on their parenting
6. explain and demonstrate how to support parents to identify the effects of different parenting styles and approaches on children
7. explain how parents may obtain information on parenting

Outcome 3 Understand how to work with parents to use knowledge and awareness of influences on parenting

The learner can:

1. explain and demonstrate how to support parents to identify their parenting strengths and personal experiences that will support effective parenting
2. explain and demonstrate how to enable parents to identify challenges to their parenting capacity and factors which influence them
3. explain and demonstrate how to enable parents to develop strategies for adapting their parenting styles
4. explain and demonstrate how to support parents to take a graduated approach to change in their parenting style
5. explain and demonstrate how to enable parents to identify ways of reviewing the effectiveness of the strategies

Outcome 4 Understand how to reflect on own practice in enabling parents to consider influences on parenting and the parent-child relationship

The learner can:

1. reflect on own practice in enabling parents to consider influences on parenting and the parent-child relationship, identifying strengths and areas for development

Unit 303 Enable parents to reflect on the influences in parenting and the parent-child relationship

Suggested good practice

It should be recognised that those working towards enable parents to reflect on the influences in parenting and the parent-child relationship unit may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying the enable parents to reflect on the influences on parenting and the parent-child relationship at level 3, it is a vital area that will need to be understood and practiced to check on knowledge, understanding and skills.

Whilst delivering and assessing the outcomes it is important to focus on issues within Work with Parents, to have a clear understanding of the value base of work with parents as stated in the values and principles of work with parents, alongside knowledge of the established and emerging theories and their links into everyday practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents' service at level 3

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion, where learners can share experiences they have had in a working with parents setting/environment, is a good way of starting the unit.

Suggested resources

Access to resources for investigation and research will be needed within the learning environment and can be linked to the 'Key Skills' units.

Unit 303 Enable parents to reflect on the influences in parenting and the parent-child relationship

Suggested evidence

Centres should note the suggested evidence identified for Unit 303 is **not** an exhaustive list.

Outcome 1 professional discussion, assignment - written report covering assessment criteria, reflective account

Outcome 2 observation of practice, reflective account, professional discussion, assignment - written report covering assessment criteria

Outcome 3 observation of practice, reflective account, professional discussion

Outcome 4 reflective account

Level: 3

Credit value: 3

UAN number: A/502/4686

Unit aims

The aim of this unit is to enable the learner to understand and demonstrate in practice the principles of effective communication between practitioners and parents which is essential for any effective partnership to be developed

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. understand how to encourage and facilitate communication with parents
2. understand how to recognise and respond to communication needs
3. understand how to recognise and respond to barriers to communication

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the WWP National Occupation Standards 302

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 304 Effective communication with parents

Learning outcomes and assessment criteria

Outcome 1 Understand how to encourage and facilitate communication with parents

The learner can:

1. explain why it is important for parents to express their priorities
2. explain and demonstrate a range of strategies for effective verbal and non-verbal communication with parents
3. explain and demonstrate active listening skills
4. explain the importance of checking for clarification and misunderstanding
5. explain and demonstrate how parents can be supported to express themselves using appropriate language
6. demonstrate strategies to create a comfortable and welcoming environment, explaining its importance

Outcome 2 Understand how to recognise and respond to communication needs

The learner can:

1. explain why it is important to agree communication methods with parents
2. explain how cultural and social differences can affect communication, demonstrating how they can be accommodated
3. explain and demonstrate a range of alternative communication methods which could be used with parents
4. explain a range of additional specialist resources which may assist in facilitating communication and how these can be accessed

Outcome 3 Understand how to recognise and respond to barriers to communication

The learner can:

1. explain potential physical, social and emotional barriers to communication, and their implications
2. explain and demonstrate strategies for overcoming barriers to communication

Unit 304 Effective communication with parents

Suggested good practice

It should be recognised that those working towards effective communication with parents and those in the parenting role may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying this unit at level 3, it is a vital area that will need to be understood and practiced to check knowledge, understanding and skills.

Whilst delivering and assessing the outcomes it is important to focus on issues within Work with Parents, to have a clear understanding of the value base of work with parents as stated in the values and principles of work with parents, alongside knowledge of the established and emerging theories and skills and their links into everyday practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents' service at level 3

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class icebreaker or communications skills exercise, where learners can share experiences and skills they have used in communicating effectively whilst working with parents or generally in life, is a good way of starting the unit.

Suggested resources

Access to resources for investigation and research will be needed within the learning environment and can be linked to the 'Key Skills' units.

Unit 304 Effective communication with parents

Suggested evidence

Centres should note the suggested evidence identified for Unit 305 is **not** an exhaustive list.

Outcome 1 observation of practice, reflective account, professional discussion

Outcome 2 reflective account, professional discussion

Outcome 3 observation of practice, reflective account, professional discussion

Unit 305

Build and maintain team relationships with colleagues engaged in work with parents

Level: 3

Credit value: 3

UAN number: Y/502/4694

Unit aims

This unit is about developing and maintaining good relationships with and alongside colleagues in order to support effective practice, to provide a quality service for parents, and to provide a working environment that is pleasant, co-operative and encourages professional and personal development.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. understand how to build and maintain relationships with colleagues engaged in work with parents
2. understand how to work as a member of a team
3. understand how to support others to develop their roles
4. understand how to reflect on own practice in building and maintaining relationships with and alongside colleagues engaged in work with parents

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the WWP National Occupational Standards 304 and 311

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 305 Build and maintain team relationships with colleagues engaged in work with parents

Learning outcomes and assessment criteria

Outcome 1 Understand how to build and maintain relationships with colleagues engaged in work with parents

The learner can:

1. explain the importance of effective working relationships with colleagues
2. explain key features of a professional working relationship, demonstrating these in own practice
3. explain and demonstrate good practice in effective communication with colleagues
4. explain how to work with colleagues within the principles of anti-discriminatory practice and valuing diversity

Outcome 2 Understand how to work as a member of a team

The learner can:

1. explain key theories and principles of team development and motivation
2. explain how the organisation's policies and strategies relate to the roles and responsibilities of own team
3. explain the roles and responsibilities of team members, and why these should be clarified
4. explain and demonstrate good practice in sharing responsibility for team tasks
5. explain the benefits of sharing knowledge and information within own team, recognising confidentiality
6. explain and demonstrate good practice in record keeping for team work
7. explain and demonstrate how to resolve conflicts in ways which do not undermine the confidence of team members
8. explain the standards of performance relevant to own team, and how these are monitored and reviewed

Outcome 3 Understand how to support others to develop their roles

The learner can:

1. explain good practice in offering support to colleagues, and when this is appropriate
2. explain how to give constructive and sensitive feedback on performance
3. explain how to help colleagues to reflect on their experiences

Outcome 4 Understand how to reflect on own practice in building and maintaining relationships with and alongside colleagues engaged in work with parents

The learner can:

1. reflect on own practice in building and maintaining team relationships with colleagues, identifying strengths and areas for development

Unit 305 Build and maintain team relationships with colleagues engaged in work with parents

Suggested good practice

It should be recognised that those working towards build and maintain team relationships with colleagues engaged in work with parents may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying the build and maintain team relationships with colleagues engaged in work with parents at level 3, it is a vital area that will need to be understood and practiced to check knowledge, understanding and skills.

Whilst delivering and assessing the outcomes it is important to focus on issues within Work with Parents, to have a clear understanding of the value base of work with parents as stated in the values and principles of work with parents, alongside knowledge of the established and emerging guidance and their links into everyday practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents' service at level 3

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion, where learners can share positive and negative experiences they have encountered when working in a team or in a multi agency setting or commence the session with an interactive activity working in partnership with parents.

Access to resources for investigation and research will be needed within the learning environment and can be linked to the 'Key Skills' units.

Unit 305 Build and maintain team relationships with colleagues engaged in work with parents

Suggested evidence

Centres should note the suggested evidence identified for Unit 304 is **not** an exhaustive list.

Outcome 1 observation of practice, reflective account, professional discussion

Outcome 2 observation of practice, reflective account, professional discussion, assignment – written report

Outcome 3 observation of practice, reflective account, professional discussion

Outcome 4 reflective account

Unit 306

Reflect on and update own knowledge and practice

Level: 3

Credit value: 3

UAN number: D/502/4695

Unit aims

The aim of this unit is to enable the learner to understand and use the skills required to reflect on their own practice. S/he will plan their development and learning from assessment of their practice. The unit covers continuing professional development and enables candidates to understand how this may be used to continually develop their practice

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. understand the importance of reflection on own practice
2. understand how to reflect on and evaluate the effectiveness of own practice
3. understand how to identify and make use of opportunities to develop and update practice
4. understand how to incorporate new knowledge, the experience of others and current thinking into own practice

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the WWP National Occupation Standard 310

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 306 Reflect on and update own knowledge and practice

Learning outcomes and assessment criteria

Outcome 1 Understand the importance of reflection on own practice

The learner can:

1. explain why reflection and evaluation of personal effectiveness is important for own practice
2. define evidence-based practice and explain its importance
3. explain the benefits and difficulties that may occur as a result of examining beliefs, values and feelings

Outcome 2 Understand how to reflect on and evaluate the effectiveness of own practice

The learner can:

1. explain a range of techniques of reflective analysis, demonstrating how they can be used in own practice
2. demonstrate evidence-based practice in working with parents
3. reflect on the effectiveness of own performance against best practice benchmarks
4. reflect on interactions with parents, colleagues and external agencies
5. share reflections with others and use feedback to inform own evaluation

Outcome 3 Understand how to identify and make use of opportunities to develop and update practice

The learner can:

1. develop and negotiate a personal and professional development plan to improve own knowledge, understanding and skills
2. identify and take up opportunities for continuing professional development

Outcome 4 Understand how to incorporate new knowledge, the experience of others and current thinking into own practice

The learner can:

1. explain the importance of integrating current thinking and new knowledge, and theories into own practice
2. explain how to identify relevant new knowledge, current thinking and information and how they can be applied to own area of practice
3. reflect on the experiences of others to enhance own learning experience
4. explain and demonstrate how to set SMART objectives for change and improvement to own practice
5. use feedback from others and self-evaluation to measure changes and improvements made to own practice

Unit 306 Reflect on and update own knowledge and practice

Suggested good practice

It should be recognised that those working towards reflect on and update own knowledge and practice, may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying the reflect on and update own knowledge and practice at level 3, it is a vital area that will need to be understood and practiced to check knowledge, understanding and skills and ensure the learner is working on a constant cycle of self development.

Whilst delivering and assessing the outcomes it is important to focus on issues within Work with Parents, to have a clear understanding of the value base of work with parents as stated in the values and principles of work with parents, alongside knowledge of the established and emerging theories and their links into everyday practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents' service at level 3

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion, where learners can share experiences and methods they use for both reflection and development of practice and skills they have experienced whilst working within a parents' setting/environment, is a good way of starting the unit.

Suggested resources

Access to resources for investigation and research will be needed within the learning environment and can be linked to the 'Key Skills' units.

Unit 306 Reflect on and update own knowledge and practice

Suggested evidence

Centres should note the suggested evidence identified for Unit 306 is **not** an exhaustive list.

Outcome 1 professional discussion, reflective account

Outcome 2 observation of practice, reflective account, work products – e.g. evaluation report (see criteria)

Outcome 3 work products – showing CPD records, professional discussion, reflective account

Outcome 4 observation of practice, reflective account, professional discussion

Unit 307

Build and maintain relationships with the wider community

Level: 3

Credit value: 3

UAN number: T/502/4590

Unit aims

The aim of this unit is to enable the learner to gain the understanding and ability to develop and maintain good relationships with a wide range of community organisations in order to support parents

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. understand how to identify and make contact with key stakeholders in the wider community
2. understand how to encourage a supportive approach to parents from the wider community
3. understand how to reflect on own practice in building and maintaining relationships with the wider community

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the WWP National Occupational Standards 305

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 307 Build and maintain relationships with the wider community

Learning outcomes and assessment criteria

Outcome 1 Understand how to identify and make contact with key stakeholders in the wider community

The learner can:

1. use sources of information to identify key representatives and stakeholders from organisations and interest groups who can contribute to work with parents
2. explain ways in which stakeholders can support parents
3. explain and demonstrate formal and informal methods to initiate and maintain contact with representatives and key stakeholders
4. explain and demonstrate how joint work promotes respect for parents/carers, children and colleagues
5. explain and demonstrate behaviour consistent with maintaining working relationships
6. explain the importance of agreeing and regularly reviewing common aims, objectives and ground rules within networks and partnerships

Outcome 2 Understand how to encourage a supportive approach to parents from the wider community

The learner can:

1. explain ways of raising awareness of work with parents among key stakeholders and the value of this to the local community
2. explain key social, ethical and political issues in networking within the local community, and how these can be negotiated
3. identify information to share with key stakeholders and explain why this is appropriate
4. facilitate regular information exchange and collaborative working that values diversity and autonomy and operates within the bounds of confidentiality and data protection
5. identify with stakeholders opportunities for supporting work with parents, explaining ways in which they can contribute and resources necessary
6. reflect on the effectiveness of the contribution of stakeholders to supporting parents within the community.

Outcome 3 Understand how to reflect on own practice in building and maintaining relationships with the wider community

The learner can:

1. reflect on own practice in building and maintaining relationships with the wider community, identifying strengths and areas for development

Unit 307 Build and maintain relationships with the wider community

Suggested good practice

It should be recognised that those working towards build and maintain relationships with the wider community may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying this unit at level 3, it is a vital area that will need to be understood and practiced to check knowledge, understanding and skills.

Whilst delivering and assessing the outcomes it is important to focus on issues within Work with Parents, to have a clear understanding of the value base of work with parents as stated in the values and principles of work with parents, alongside knowledge of the enabling process that is crucial in all aspects of work in the community so that tangible links can be seen in everyday practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents' service at level 3

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class icebreaker or communications skills exercise, where learners can share experiences and skills they have used in building and maintaining relationships in the wider community whilst working with parents or generally in life, is a good way of starting the unit.

Access to resources for investigation and research will be needed within the learning environment and can be linked to the 'Key Skills' units.

Learners will find it helpful to:

Identify the terms that are unfamiliar and seek the help from their tutor or from a more experienced colleague.

Become acquainted with the National Occupational Standards for Community Development Work.

Further information is available from the Federation for Community Development Learning on their web site **www.fcdl.org/home**

Unit 307 Build and maintain relationships with the wider community

Suggested evidence

Centres should note the suggested evidence identified for Unit 307 is **not** an exhaustive list.

Outcome 1 observation of practice, assignment – written report, reflective account

Outcome 2 observation of practice, professional discussion, reflective account

Outcome 3 reflective account

Level: 3

Credit value: 3

UAN number: F/502/4656

Unit aims

The aim of this unit is to enable the learner to facilitate groups of parents to address their needs

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. understand key principles and theories relevant to group work
2. understand how to negotiate and agree the scope and basis of group work
3. understand how to select strategies and materials to meet the needs of the group
4. understand how to enable the effective working of the group

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the WWP National Occupational Standards 319

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 308 Work with groups of parents

Learning outcomes and assessment criteria

Outcome 1 Understand key principles and theories relevant to group work

The learner can:

1. explain key principles and theories of group dynamics
2. explain stages in a group's development
3. explain ways in which theories of how adults learn can be applied to work with groups of parents

Outcome 2 Understand how to negotiate and agree the scope and basis of group work

The learner can:

1. explain the limitations and constraints of own role as facilitator
2. explain and demonstrate how ground rules for the group are agreed, including rules of confidentiality
3. explain and demonstrate how roles, responsibilities and timescales are agreed
4. explain strategies which may be used to enable all group members to participate and express individual needs
5. explain strategies for resolving conflict in the group

Outcome 3 Understand how to select strategies and materials to meet the needs of the group

The learner can:

1. explain and demonstrate how the needs of the group can be identified and agreed
2. explain and demonstrate how to use an approach and method of working that best matches the characteristics of the group
3. review the appropriateness of materials available for group work
4. reflect on own strategy and approach to the group, making modifications as appropriate

Outcome 4 Understand how to enable the effective working of the group

The learner can:

1. demonstrate how to support a group through its development, explaining key factors in its progress towards its agreed aims and expectations
2. explain the importance to the group of the process of active listening and encouraging communication
3. explain and demonstrate how to support the group to review its progress and effectiveness
4. explain and demonstrate techniques to encourage parents to provide feedback
5. demonstrate reflective practices as a group facilitator

Unit 308 Work with groups of parents

Suggested good practice

It should be recognised that those working towards work with groups of parents may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying the Work with groups of parents at level 3, it is a vital area that will need to be understood and practiced to check knowledge, understanding and skills.

Whilst delivering and assessing the outcomes it is important to focus on issues within Work with Parents, to have a clear understanding of the value base of work with parents as stated in the values and principles of work with parents, alongside knowledge of the established and emerging theories and their links into everyday practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents' service at level 3

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class icebreaker game, where learners can share the experience of working in a group can link to issues experienced whilst working with parents in a setting/environment, is a good way of starting the unit.

Access to resources for investigation and research will be needed within the learning environment and can be linked to the 'Key Skills' units.

It is suggested that when delivering the training for all Outcomes of this unit, candidates should be encouraged to identify their own learning styles and the facilitation styles to which they best respond.

Unit 308 Work with groups of parents

Suggested good practice

Centres should note the suggested evidence identified for Unit 308 is **not** an exhaustive list.

Outcome 1 professional discussion, assignment-written report explaining assessment criteria

Outcome 2 observation of practice, reflective account, professional discussion

Outcome 3 observation of practice, reflective account, professional discussion

Outcome 4 observation of practice, professional discussion, reflective account

Unit 309

Provide services that meet parents' needs

Level: 3

Credit value: 3

UAN number: L/502/4594

Unit aims

This unit is about working with parents who have undergone life changing experiences. It aims to enable the learner to gain an understanding of how to work with such parents to enable them to identify and meet their needs as a parent.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. understand key theories and factors which underpin the provision of services that meet parents' needs
2. understand how to work with parents to agree their needs
3. understand how to work with parents to explore the effect of challenges and change
4. understand how to develop strategies to manage challenge and change
5. understand how to reflect on own practice in providing services that meet parents' needs

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the WWP National Occupational Standards 313

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 309 Provide services that meet parents' needs

Learning outcomes and assessment criteria

Outcome 1 Understand key theories and factors which underpin the provision of services that meet parents' needs

The learner can:

1. explain key features of change management theories appropriate for working with parents
2. explain key effects of trauma and stress on individuals and families
3. explain key effects of fear, hopelessness and frustration on individuals and families
4. explain the importance of reflection for people who have experienced major challenges
5. explain key social and economic factors that affect the way in which parents carry out their roles

Outcome 2 Understand how to work with parents to agree their needs

The learner can:

1. explain and demonstrate strategies for enabling parents to talk about their needs, respecting confidentiality
2. explain good practice when seeking information held by other agencies
3. explain and demonstrate how to provide support to parents in identifying barriers to accessing parenting support services
4. explain ways of overcoming the barriers identified
5. negotiate and agree ways to make service provision accessible and inclusive

Outcome 3 Understand how to work with parents to explore the effect of challenges and change

The learner can:

1. explain and demonstrate strategies for enabling parents to talk about their experiences where appropriate
2. explain how to support parents in looking at the impact of challenges and changes on their parenting role
3. explain how coaching techniques can be used to support parents to explore the effects of challenges and change

Outcome 4 Understand how to develop strategies to manage challenge and change

The learner can:

1. explain how to work with parents to set goals and targets and when this is not appropriate
2. explain how to enable parents to find appropriate ways to express anger, fears and/or concerns as appropriate
3. explain appropriate techniques to support parents in managing strong feelings
4. explain strategies to support parents in developing a positive and effective response to challenges and changes
5. explain how to support parents in maintaining progress towards goals and targets

Outcome 5 Understand how to reflect on own practice in providing services that meet parents' needs

The learner can:

1. reflect on own practice in providing services that meet parents' needs, identifying strengths and areas for development

Unit 309 Provide services that meet parents' needs

Suggested good practice

It should be recognised that those working towards provide services that meet parents' needs may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying the provide services that meet parents' needs at level 3, it is a vital area that will need to be understood and practiced to check knowledge, understanding and skills.

Whilst delivering and assessing the outcomes it is important to focus on issues within Work with Parents, to have a clear understanding of the value base of work with parents as stated in the values and principles of work with parents, alongside knowledge of the established and emerging theories and their links into everyday practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents' service at level 3

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion, where learners can share experiences and examples of the provision of opportunities for parents to meet their needs they have had in a working with parents setting/environment, is a good way of starting the unit.

Access to resources for investigation and research will be needed within the learning environment and can be linked to the 'Key Skills' units.

Unit 309 Provide services that meet parents' needs

Suggested evidence

Centres should note the suggested evidence identified for Unit 309 is **not** an exhaustive list.

Outcome 1 professional discussion, assignment-written report explaining assessment criteria

Outcome 2 observation of practice, professional discussion, questions

Outcome 3 observation of practice, reflective account, professional discussion

Outcome 4 professional discussion, observation of practice, assignment – a written report covering the assessment criteria

Outcome 5 reflective account or journal

Unit 311

Engage parents in their children's early learning

Level: 3

Credit value: 3

UAN number: M/502/3812

Unit aims

To enable the learner to gain the understanding and ability to engage parents in their children's early learning

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. understand the policy context and research that underpins parental involvement in their children's early learning
2. understand how to work in partnership with parents to support their children's early learning
3. understand how barriers to parents being involved in their children's early learning
4. understand how to use reflection to challenge and develop existing practice in working with parents to support their children's early learning

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the National Occupational Standards for Work with Parents (WWP) units WWP 310 and WWP 312 and for Children's Care, Learning and Development (CCLD) units CCLD 304, CCLD 317 and CCLD 301.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 311 Engage parents in their children's early learning

Learning outcomes and assessment criteria

Outcome 1 Understand the policy context and research that underpins parental involvement in their children's early learning

The learner can:

1. explain key research findings which show the importance of parental involvement in their children's learning in their early years
2. explain the concept of positive home learning environments and identify ways of promoting and supporting them
3. explain why it is important to work in partnership with parents, including fathers
4. explain the importance of clear principles and policies to support the engagement of parents in their child's early learning

Outcome 2 Understand how to work in partnership with parents to support their children's early learning

The learner can:

1. explain and demonstrate how parents are engaged as partners in their children's early learning
2. explain and demonstrate key relationship building strategies and/or skills involved in working with parents in partnership
3. explain and demonstrate key communication strategies and/or skills involved in working with parents in partnership
4. explain and demonstrate a range of strategies that can be used to build confidence in parents as their child's first educator

Outcome 3 Understand barriers to parents being involved in their children's early learning

The learner can:

1. explain personal, social and cultural barriers to parents being involved in their children's early learning
2. explain and demonstrate a range of strategies to help overcome barriers to parental involvement in their child's early learning
3. explain how attitudes can be barriers to engaging parents in their children's early learning

Outcome 4 Understand how to use reflection to challenge and develop existing practice in working with parents to support their children's early learning

The learner can:

1. explain culturally sensitive ways of working with parents to help them provide appropriate support for their children's early learning
2. reflect on ways of working with parents to help them provide appropriate support for their children's early learning
3. identify and explain support and changes needed to improve own skills and knowledge and build on their own practice

Unit 311 Engage parents in their children's early learning

Suggested good practice

It should be recognised that those working towards engage parents in their children's early learning may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying the Work with parents to engage them in their children's early learning at level 3, it is a vital area that will need to be understood and practiced to check knowledge, understanding and skills.

Whilst delivering and assessing the outcomes it is important to focus on issues within Work with Parents, to have a clear understanding of the value base of work with parents as stated in the values and principles of work with parents, alongside knowledge of the established and emerging theories and their links into everyday practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents' service at level 3

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion, where learners can share experiences they have had in a working with parents setting/environment, is a good way of starting the unit.

Access to resources for investigation and research will be needed within the learning environment and can be linked to the 'Key Skills' units.

Learners will find it helpful to gain information from the Parent Early Years and Learning project (Peal). See the Peal website www.peal.org.uk for details on how to access these. If learners want to access the latest news and research finding from Peal they can use the following link:
www.peal.org.uk/latest_news/latest_news_stories/new_publication_from_peal.aspx

Unit 311 Engage parents in their children's early learning

Suggested evidence

Centres should note the suggested evidence identified for Unit 311 is **not** an exhaustive list.

Outcome 1 professional discussion, reflective account or questions (written)

Outcome 2 observation of practice, professional discussion, reflective account

Outcome 3 professional discussion, assignment-case study, reflective account

Outcome 4 professional discussion, reflective account

Unit 312

Engage young parents in supporting their children's development

Level: 3

Credit value: 3

UAN number: J/502/4660

Unit aims

To enable the learner to gain the understanding and ability to work with young parents to support them to engage in their children's development

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. understand the context of pregnancy and parenthood for young people
2. understand transition issues for young people and their potential impact on parenthood
3. understand the impact of stress on a young parent's relationship with their child/children
4. understand how to engage young parents with services
5. understand the specific needs of young fathers in engaging with their child's needs and development

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the National Occupational Standards for Work with Parents (WWP) units WWP 310 and WWP 312 and for Children's Care, Learning and Development (CCLD) units CCLD 304, CCLD 317 and CCLD 301.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 312 Engage young parents in supporting their children's development

Learning outcomes and assessment criteria

Outcome 1 Understand the context of pregnancy and parenthood for young people

The learner can:

1. explain the implications of the current strategy and guidance relating to pregnancy and parenthood for young people
2. explain the impact on own practice of the current strategy and guidance relating to pregnancy and parenthood for young people
3. demonstrate how the strategy and guidance applies to own work with young parents

Outcome 2 Understand transition issues for young people and their potential impact on parenthood

The learner can:

1. reflect on own transitional experiences as a young person
2. describe issues facing young parents in their transition from child to young adult

Outcome 3 Understand the impact of stress on a young parent's relationship with their child/children

The learner can:

1. explain how stress experienced by young parents may affect their relationships with their children
2. explain how a practitioner can support young parents to overcome the negative impact of stress on their parenting

Outcome 4 Understand how to engage young parents with services

The learner can:

1. explain factors which impact on a young parent's engagement with services
2. reflect on the potential effectiveness of the range of services that can be offered to young parents
3. demonstrate how young parents engage with services/settings in own practice

Outcome 5 Understand the specific needs of young fathers in engaging with their child's needs and development

The learner can:

1. explain the specific needs of young fathers
2. explain factors that may lead to young fathers engaging with the needs of their children
3. explain how services/settings can support young fathers to engage with their child's needs and development

Unit 312 Engage young parents in supporting their children's development

Suggested good practice

It should be recognised that those working towards engage young parents in supporting their children's development may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying the engage young parents in support their children's development at level 3, it is a vital area that will need to be understood and practiced to check knowledge, understanding and skills.

Whilst delivering and assessing the outcomes it is important to focus on issues within Work with Parents, to have a clear understanding of the value base of work with parents as stated in the values and principles of work with parents, alongside knowledge of the established and emerging theories and their links into everyday practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents' service at level 3

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion, where learners can share experiences they have had in a working with young parents in a specific setting/environment, is a good way of starting the unit.

Suggested resources

Access to resources for investigation and research will be needed within the learning environment and can be linked to the 'Key Skills' units.

Learners will find it helpful to gain information from the Parent Early Years and Learning project (Peal). See the Peal website www.peal.org.uk for details on how to access these. If learners want to access the latest news and research finding from Peal they can use the following link:
www.peal.org.uk/latest_news/latest_news_stories/new_publication_from_peal.aspx

Unit 312 Engage young parents in supporting their children's development

Suggested evidence

Centres should note the suggested evidence identified for Unit 312 is **not** an exhaustive list.

Outcome 1 observation of practice, professional discussion

Outcome 2 reflective account, professional discussion

Outcome 3 professional discussion, assignment – case study

Outcome 4 observation of practice, reflective account, professional discussion

Outcome 5 observation of practice, reflective account, assignment – case study

Unit 313

Engage fathers in their children's early learning

Level: 3

Credit value: 3

UAN number: Y/502/4663

Unit aims

To enable the learner to gain the understanding and ability to work with fathers to engage them in their children's early learning.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. understand the policy context and research that underpins the involvement of fathers in their children's early learning
2. understand how to work in partnership with fathers to support their children's early learning
3. understand the barriers to fathers being involved in their children's early learning
4. understand how to use reflection to challenge and develop existing practice in working with fathers to support their children's early learning

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the National Occupational Standards for Work with Parents (WWP) units WWP 310 and WWP 312 and for Children's Care, Learning and Development (CCLD) units CCLD 304, CCLD 317 and CCLD 301.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 313 Engage fathers in their children's early learning

Learning outcomes and assessment criteria

Outcome 1 Understand the policy context and research that underpins the involvement of fathers in their children's early learning

The learner can:

1. explain key research studies that show the importance of fathers' involvement in their children's early learning
2. summarise the role of a father in family life, structure and functioning in diverse communities
3. explain the concept of positive home learning environments and ways of promoting and supporting them
4. explain why it is important to work in partnership with fathers
5. explain the importance of clear principles and policies to support the engagement of fathers in their child's early learning

Outcome 2 Understand how to work in partnership with fathers to support their children's early learning

The learner can:

1. explain and demonstrate a range of strategies that can be used to build confidence in fathers from diverse communities to contribute to their child's early learning
2. explain and demonstrate the use of key relationship building strategies and/or skills involved in working in partnership with fathers from diverse communities
3. explain and demonstrate the use of key communication strategies and/or skills involved in working in partnership with fathers from diverse communities

Outcome 3 Understand the barriers to fathers being involved in their children's early learning

The learner can:

1. explain personal, social and cultural barriers to fathers being involved in their children's early learning
2. explain and demonstrate a range of strategies to help overcome barriers to fathers' involvement in their child's early learning
3. explain how attitudes can be barriers to engaging fathers in their children's early learning

Outcome 4 Understand how to use reflection to challenge and develop existing practice in working with fathers to support their children's early learning

The learner can:

1. reflect on ways of working with resident and non resident fathers to help them provide support for their children's early learning
2. identify and explain support and changes needed to improve own skills and knowledge and build on their own practice
3. explain culturally sensitive ways of working with fathers to help them provide support for their children's early learning

Unit 313 Engage fathers in their children's early learning

Suggested good practice

It should be recognised that those working towards engage fathers in their children's early learning may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying the engage fathers in their children's early learning at level 3, it is a vital area that will need to be understood and practiced to check knowledge, understanding and skills.

Whilst delivering and assessing the outcomes it is important to focus on issues within Work with Parents, to have a clear understanding of the value base of work with parents as stated in the values and principles of work with parents, alongside knowledge of the established and emerging theories and their links into everyday practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents' service at level 3

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion of the kind of barriers fathers may experience to become involved in their child's early learning, is a good way of starting the unit.

Access to resources for investigation and research will be needed within the learning environment and can be linked to the 'Key Skills' units.

Learners will find it helpful to gain information from the Parent Early Years and Learning project (Peal). See the Peal website www.peal.org.uk

Unit 313 Engage fathers in their children's early learning

Suggested good practice

Centres should note the suggested evidence identified for Unit 313 is **not** an exhaustive list.

Outcome 1 professional discussion or assignment/written report

Outcome 2 observation of practice, professional discussion

Outcome 3 professional discussion, assignment-case study, observation of practice

Outcome 4 reflective account, professional discussion

Unit 314

Work with parents to understand and meet their own needs

Level: 3

Credit value: 3

UAN number: H/502/4665

Unit aims

This unit is about practitioners supporting parents in exploring their own needs and working in partnership with parents to look at the ways in which their needs can be met

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. understand sources of information and support available to meet parents' needs
2. understand how to facilitate exploration of parents' needs
3. understand how to work with parents to help them meet their identified needs
4. understand the importance of a non-judgmental and respectful approach when working with parents to understand and meet their own needs

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the WWP National Occupational Standards 309

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 314 Work with parents to understand and meet their own needs

Learning outcomes and assessment criteria

Outcome 1 Understand sources of information and support available to meet parents' needs

The learner can:

1. explain sources of information and support available to meet parents' needs, including that provided by local statutory or voluntary organisations
2. demonstrate how parents can be supported to access appropriate information and support

Outcome 2 Understand how to facilitate exploration of parents' needs

The learner can:

1. explain how social, cultural and economic pressures and gender expectations can impact on parents
2. explain how to support parents in making the connection between their mental and emotional health and that of their children
3. explain changes which parenthood makes to parents' lives and their relationship with each other
4. explain and demonstrate how to support parents in identifying the most important issues facing them
5. explain how to assist parents to make choices about balancing their own and their children's needs.

Outcome 3 Understand how to work with parents to help them meet their identified needs

The learner can:

1. demonstrate strategies to assist parents to identify an effective course of action to meet their own needs
2. explain how parents can be encouraged and assisted to access identified support
3. explain ways of assisting parents to monitor and make improvements to their chosen course of action
4. explain when particular/specialist help is needed for parents and how referrals may be made to appropriate services
5. explain the importance of and strategies to assist parents in developing and maintaining adult relationships within and beyond the family, including practitioners met through their children
6. reflect on own practice in working with parents to understand and meet their own needs

Outcome 4 Understand the importance of a non-judgmental and respectful approach when working with parents to understand and meet their own needs

The learner can:

1. explain the importance of a non-judgmental and respectful approach when interacting with parents
2. use a respectful approach when interacting with parents that demonstrates they are valued as knowledgeable individuals and recognises confidentiality issues
3. demonstrate strategies for challenging parents assertively, explaining when this is appropriate

Unit 314 Work with parents to understand and meet their own needs

Suggested good practice

It should be recognised that those working towards work with parents to understand and meet their own needs may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying the work with parents to understand and meet their needs at level 3, it is a vital area that will need to be understood and practiced to check knowledge, understanding and skills.

Whilst delivering and assessing the outcomes it is important to focus on issues within Work with Parents, to have a clear understanding of the value base of work with parents as stated in the values and principles of work with parents, alongside knowledge of the established and emerging theories and their links into everyday practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an effective Work with Parents' service at level 3

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class discussion, where learners can share experiences and examples of the provision of opportunities for parents to understand and meet their needs they have had in a working with parents setting/environment, is a good way of starting the unit.

Access to resources for investigation and research will be needed within the learning environment and can be linked to the 'Key Skills' units.

Unit 314 Work with parents to understand and meet their own needs

Suggested evidence

Centres should note the suggested evidence identified for Unit 314 is **not** an exhaustive list.

Outcome 1 observation of practice, assignment/written report

Outcome 2 observation of practice, professional discussion

Outcome 3 observation of practice, reflective account, professional discussion

Outcome 4 observation of practice, reflective account, professional discussion

Unit 315

Deliver services that value and respect parents

Level: 3

Credit value: 3

UAN number: T/502/4668

Unit aims

This unit aims to enable parents to recognise and value different family structures and approaches and deliver equitable services. It aims to assist them to listen to parents, value their strengths and help them to overcome barriers

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. understand how to acknowledge parents' feelings and experiences
2. understand how to recognise and develop parents' strengths
3. understand how to promote the value and recognition of diversity in society and in parenting roles
4. understand how to work with parents to overcome barriers to parenting support that individual families may face
5. understand how to reflect on own practice in delivering services that value and respect parents

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the WWP National Occupational Standards 312

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 315 Deliver services that value and respect parents

Learning outcomes and assessment criteria

Outcome 1 Understand how to acknowledge parents' feelings and experiences

The learner can:

1. explain techniques for supporting parents to express and acknowledge their feelings
2. explain how life changes and circumstances can have a negative impact on parenting capacity
3. explain strategies for supporting parents to deal with difficult feelings that affect parenting capacity

Outcome 2 Understand how to recognise and develop parents' strengths

The learner can:

1. explain skills and attributes that contribute to effective parenting
2. explain and demonstrate how to support parents to identify their strengths and areas for development, and their impact on their interactions with their children
3. explain and demonstrate strategies to support parents to develop their personal skills and so enhance their parenting

Outcome 3 Understand how to promote the value and recognition of diversity in society and in parenting roles

The learner can:

1. explain a range of family structures, identifying those common to the local area
2. explain the implication of different family structures for work with parents
3. explain and demonstrate how difference in families can be acknowledged and valued
4. explain how to recognise and challenge stereotypical views of the family
5. explain how to support parents to identify an approach to parenting appropriate to their family structure
6. explain how anti-discriminatory legislation impacts on the development and delivery of parenting services

Outcome 4 Understand how to work with parents to overcome barriers to parenting support that individual families may face

The learner can:

1. explain how service provision can be adapted in ways which eliminate recognised barriers to parental engagement
2. explain how to enable parents to identify the nature of the barriers to parenting support or development of positive parenting skills that they face
3. explain strategies for enabling parents to prioritise the issues that they face
4. explain how to enable parents to access relevant sources of information and support
5. explain how to enable parents to identify an effective course of action to overcome the barriers they may face
6. explain how to enable parents to reflect on the effectiveness of support obtained.

Outcome 5 Understand how to reflect on own practice in delivering services that value and respect parents

The learner can:

1. reflect on own practice in delivering services that value and respect parents, identifying strengths and areas for development

Unit 315 Deliver services that value and respect parents

Suggested evidence

Centres should note the suggested evidence identified for Unit 315 is **not** an exhaustive list.

- Outcome 1** professional discussion, reflective account, or assignment – written report on the assessment criteria
- Outcome 2** observation of practice, reflective account, professional discussion
- Outcome 3** professional discussion or assignment –written report covering the assessment criteria
- Outcome 4** observation of practice or/and reflective account, professional discussion
- Outcome 5** reflective account

Unit 316

Provide environments that are sensitive to the culture, religion, gender or disability of the parents

Level: 3

Credit value: 3

UAN number: T/502/4671

Unit aims

The unit is about learners being sensitive to the cultural, religious, ability or gender differences between parents, the influence that this has on parenting styles and the implications for practitioners.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. understand diversity issues which may affect work with parents
2. understand how to work within a framework of inclusivity
3. understand how to provide an inclusive environment in which parents feel comfortable and confident

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the WWP National Occupational Standards 316

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 316 Provide environments that are sensitive to the culture, religion, gender or disability of the parents

Learning outcomes and assessment criteria

Outcome 1 Understand diversity issues which may affect work with parents

The learner can:

1. explain implications of cultural, religious and social differences between parents from different backgrounds
2. explain effects of gender differences on approaches to parenting and implications for the development of parenting skills
3. explain and demonstrate strategies to promote the sharing and acceptance of cultural differences
4. explain and demonstrate how to manage differences and resolve conflict constructively

Outcome 2 Understand how to work within a framework of inclusivity

The learner can:

1. explain and demonstrate key principles for working within a framework of inclusivity, valuing diversity and anti-discriminatory practice
2. explain and demonstrate how to give positive feedback whilst valuing diversity

Outcome 3 Understand how to provide an inclusive environment in which parents feel comfortable and confident

The learner can:

1. explain and demonstrate how to identify individual needs
2. select and use resources to meet identified needs
3. explain and demonstrate inclusive strategies to promote participation by all
4. explain how to plan environments which enable access for people with disabilities
5. explain how to provide physical equipment, resources and surroundings which meet parents' needs, are culturally sensitive and accessible to all
6. explain how to support parents whose first language is not English
7. explain and demonstrate how to review provision with parents and make changes as appropriate
8. reflect on own practice in providing inclusive environments in which parents feel comfortable and confident

Unit 316 Provide environments that are sensitive to the culture, religion, gender or disability of the parents

Suggested good practice

It should be recognised that those working towards provide environments that are sensitive to the culture, religion, gender or disability of the parents may fall into either of two categories. Learners may have completed a level 2 award and are progressing onto level 3 or they may have joined a programme of study directly at level 3. By whatever pathway learners come to be studying the provide environments that are sensitive to the culture, religion, gender or disability of the parents at level 3, it is a vital area that will need to be understood and practiced to check knowledge, understanding and skills.

Whilst delivering and assessing the outcomes it is important to focus on issues within Work with Parents, to have a clear understanding of the value base of work with parents as stated in the values and principles of work with parents, alongside knowledge of the established and emerging theories and their links into everyday practice.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of an accessible environment in all Work with Parents' services at level 3

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities; an activity such as class icebreaker game, where learners can share the experience of working in an accessible way can link to issues experienced whilst working with parents in a setting/environment, is a good way of starting the unit.

Access to resources for investigation and research will be needed within the learning environment and can be linked to the 'Key Skills' units.

Learners will find it helpful to gain information from the many organisations that provide information and guidance linked to issues of culture, religion, gender and disability for environments.

Unit 316 **Provide environments that are sensitive to the culture, religion, gender or disability of the parents**

Suggested evidence

Centres should note the suggested evidence identified for Unit 316 is **not** an exhaustive list.

Outcome 1 observation of practice, reflective account, professional discussion

Outcome 2 observation of practice, professional discussion, or written report covering assessment criteria

Outcome 3 observation of practice, professional discussion, assignment/case study, or reflective account

Level: 3

Credit value: 3

UAN number: D/601/1343

Unit aims

This unit aims to provide the learner with the skills and knowledge to enable them to manage their case load effectively and efficiently, making best use of their own time and promoting improved outcomes for children, young people, their families and carers.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. understand the importance of managing personal case load
2. be able to prioritise cases in personal case load
3. understand how to review and evaluate the effectiveness of the case management process

Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to ENTO AG14: Manage personal case load

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 317 Caseload management

Learning outcomes and assessment criteria

Outcome 1 Understand the importance of managing personal case load

The learner can:

1. explain the importance of managing personal case load
2. give examples from own practice of pressures on the management of caseloads.

Outcome 2 Be able to prioritise cases in personal case load

The learner can:

1. explain the **criteria for prioritising personal case load**
2. review and prioritise existing and new cases against specified criteria
3. process cases according to priority
4. explain how to use supervision and other support systems to recognise when additional personal support is required.

Outcome 3 Understand how to review and evaluate the effectiveness of the case management process

The learner can:

1. explain the importance of reviewing and evaluating the effectiveness of the case management process
2. identify and implement improvements in the case management process based on the evaluation.

Unit 317 Caseload management

Supporting information

Assessment Guidance

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning Outcome 2 must be assessed in a real work environment. Simulation is not allowed.

Additional Guidance

Criteria for prioritising personal case load include:

- Urgency of addressing the individual case
- Potential consequences of postponing the case
- Own and others' work load
- Organisation's protocols and timescales for processing cases
- Availability of organisation's resources

Unit 318

Work in partnership with parents to engage them with their children's learning and development in school

Level: 3

Credit value: 6

UAN number: A/602/1846

Unit aims

The aim of this unit is to develop the skills, knowledge and understanding work in partnership with parents to engage them with their children's learning and development in school.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. understand barriers to learning and strategies/techniques to address them and encourage children with their learning
2. support parents to identify and overcome barriers to their children's learning
3. help parents in developing effective techniques to support and encourage children with their learning
4. support parents and their children through transitions to ensure continual engagement with schools and learning
5. facilitate positive relations and effective dialogue between parents and school staff

Notional learning hours

It is recommended that **62** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the following National Occupational Standards:

STL52

STL60

WWP 303.2

WWP 305.1

WWP 308.3

WWP 307.1

WWP 307.2

WWP 304.1

WWP 304.2

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology

- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 318

Work in partnership with parents to engage them with their children's learning and development in school

Learning outcomes and assessment criteria

Outcome 1 Understand barriers to learning and strategies/techniques to address them and encourage children with their learning

The learner can:

1. summarise barriers to learning
2. explain strategies/techniques which address barriers to learning
3. explain how working in partnership with parents, agencies and others can help to address barriers to learning
4. explain how parents can support and encourage their children in their learning

Outcome 2 Be able to support parents to identify and overcome barriers to their children's learning

The learner can:

1. identify barriers to learning which children and young people may experience
2. use strategies to support parents in dealing with:
 - a) economic and social factors which may impact on their children's engagement with learning
 - b) family well being and health issues
3. work in partnership with parents to identify:
 - a) reasons for absence from school
 - b) ways of helping their children to attend school more regularly
4. work in partnership with parents, agencies and others to address and overcome their children's barriers to learning

Outcome 3 Be able to help parents in developing effective techniques to support and encourage children with their learning

The learner can:

1. use strategies to develop parents' understanding of the importance of their role in their children's learning
2. support parents to use strategies to encourage their children's motivation and self esteem
3. support parents in developing approaches that will encourage and facilitate their children's learning
4. support parents in developing strategies to encourage and facilitate their children's full participation in school

Outcome 4 Be able to support parents and their children through transitions to ensure continual engagement with schools and learning

The learner can:

1. provide continuity of support to children or young people and their parents during transition between educational establishments and phases of education
2. provide support to help parents and children or young people deal with significant family transitions

3. explain the stages of child and young person development
4. provide support to parents in relation to the stages of child and young person development.

Outcome 5 Be able to facilitate positive relations and effective dialogue between parents and school staff

The learner can:

1. Support parents in understanding the education system
2. Support parents in understanding their own and their children's rights and responsibilities in the education system
3. Work with parents to extend their understanding of the ethos and expectations of their children's school
4. Work with parents to overcome personal anxieties about education and schools
5. Use strategies to facilitate positive relationships between parents and school staff
6. Work with school staff to extend their understanding of parents' and children and young people's:
 - a) personal and social contexts
 - b) rights and responsibilities with regards to compulsory education

Unit 318 Work in partnership with parents to engage them with their children's learning and development in school

Suggested good practice

Assessment guidance

This unit requires a mixture of knowledge evidence and performance evidence. Evidence should be planned with an assessor and it may be possible to link this with achievement of other units in the qualification.

Performance evidence must come from the working with parents in a school. There are two ways of obtaining this:

- by a statement from an expert witness who works in the setting. This witness must be agreed with your assessor
- by assessor observation

It is important for candidates to prepare carefully before obtaining performance evidence so that it is holistic.

The following assessment criteria deal with performance and must be addressed by observation, or by expert witness statement:

2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

Resource materials can be found here:

http://www.tda.gov.uk/remodelling/extendedschools/whatarees/parentingsupport/psa_project/initial_training/element3_role_specific.aspx

http://www.tda.gov.uk/remodelling/extendedschools/whatarees/parentingsupport/psa_project/initial_training/element2_training.aspx

Level: 3

Credit value: 3

UAN number: A/601/3326

Unit aims

This unit aims to prepare the learner for working in a school. It covers knowledge and understanding of the structure of education, how schools are organised, school ethos, mission, aims and values, legislative and policy frameworks and the wider context in which schools operate.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. know the structure of education from early years to post-compulsory education
2. understand how schools are organised in terms of roles and responsibilities
3. understand school ethos, mission, aims and values
4. know about the legislation affecting schools
5. understand the purpose of school policies and procedures
6. understand the wider context in which schools operate

Notional learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to SWiS 3.2 Support the ethos, policies and working practices of the school

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

This unit must be assessed in accordance with the TDA assessment principles.

Unit 319 Schools as organisations

Learning outcomes and assessment criteria

Outcome 1 Know the structure of education from early years to post-compulsory education

The learner can:

1. summarise entitlement and provision for early years education
2. explain the characteristics of the different types of schools in relation to educational stage(s) and school governance
3. explain the post 16 options for young people and adults

Outcome 2 Understand how schools are organised in terms of roles and responsibilities

The learner can:

1. explain the strategic purpose of:
 - a) school governors
 - b) senior management team
 - c) other statutory roles eg. SENCO
 - d) teachers
 - e) support staff roles
2. explain the roles of external professionals who may work with a school eg. educational psychologist

Outcome 3 Understand school ethos, mission, aims and values

The learner can:

1. explain how the ethos, mission, aims and values of a school may be reflected in working practices
2. evaluate methods of communicating a school's ethos, mission, aims and values

Outcome 4 Know about the legislation affecting schools

The learner can:

1. summarise the laws and codes of practice affecting work in schools
2. explain how legislation affects how schools work
3. explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including:
 - a) general bodies such as the Health and Safety Executive
 - b) school specific regulatory bodies

Outcome 5 Understand the purpose of school policies and procedures

The learner can:

1. explain why schools have policies and procedures
2. summarise the policies and procedures schools may have relating to:
 - a) staff
 - b) pupil welfare
 - c) teaching and learning
 - d) equality, diversity and inclusion
 - e) parental engagement
3. evaluate how school policies and procedures may be developed and communicated

Outcome 6 Understand the wider context in which schools operate

The learner can:

1. summarise the roles and responsibilities of national and local government for education policy and practice
2. explain the role of schools in national policies relating to children, young people and families
3. Explain the roles of other organisations working with children and young people and how these may impact on the work of schools

Unit 400

Build and maintain relationships in work with parents

Level: 4

Credit value: 6

UAN number: H/502/3998

Unit aims

This unit is about building helpful and effective relationships with parents in order to work with them in a positive way

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. understand the principles and values that underpin work with parents
2. understand the nature of an effective relationship with parents
3. understand how barriers to participation for parents can be overcome
4. understand how to negotiate and/or agree the basis of relationships with parents
5. understand how to agree the boundaries of the relationship
6. understand how to maintain the relationship with parents
7. understand how to reflect on own practice in building and maintaining relationships with parents

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the previous National Occupational Standards for Work with Parents 301 – Principles and Values statement for WWP sector and from WWP 310.

Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:

- Application of Number
- Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Assessment

This unit will be assessed by:

- candidate portfolio of evidence

Unit 400 Build and maintain relationships in work with parents

Learning outcomes and assessment criteria

Outcome 1 Understand the principles and values that underpin work with parents

The learner can:

1. analyse the principles and values that underpin the National Occupational Standards for Work with Parents
2. summarise what is meant by evidence based practice
3. explain and justify ways in which individuality, difference and diversity can be respected and celebrated in work with parents
4. review ways in which equality of opportunity, inclusion, and non-judgemental and anti-discriminatory practice can be promoted and supported in work with parents

Outcome 2 Understand the nature of an effective relationship with parents

The learner can:

1. analyse the ethos of the partnership model of working with parents
2. explain, justify and demonstrate how parents can be assisted to appreciate the benefits of parenting services for themselves and their children
3. analyse the importance of trust when developing relationships with parents
4. summarise the importance and role of ground rules for service delivery

Outcome 3 Understand how barriers to participation for parents can be overcome

The learner can:

1. review key barriers to participation for parents and ways in which they can be overcome
2. review and demonstrate strategies to support parents to overcome barriers they encounter

Outcome 4 Understand how to negotiate and/or agree the basis of relationships with parents.

The learner can:

1. analyse how roles, responsibilities and the purpose of the relationship are clarified
2. review and demonstrate strategies for developing trust in relationships with parents
3. explain, justify and apply rules governing confidentiality and data protection and the limits of confidentiality
4. explain, justify and demonstrate how the aims, outcomes and procedures of the relationship are negotiated and/or agreed
5. review factors to be considered when recording information

Outcome 5 Understanding how to agree the boundaries of the relationship.

The learner can:

1. review and demonstrate how to clarify the boundaries of the relationship
2. explain, justify and demonstrate how ground rules are clarified

Outcome 6 Understand how to maintain the relationship with parents

The learner can:

1. explain, justify and demonstrate ways of maintaining contact with parents, identifying any limits of contact
2. analyse and demonstrate how to review progress
3. explain and justify when it is appropriate to signpost parents to other services

Outcome 7 Understand how to reflect on own practice in building and maintaining relationships with parents

1. explain and justify why practitioners working with parents should reflect on their practice
2. review own practice in building and maintaining relationships with parents, making modifications where required.

Unit 400 Build and maintain relationships in work with parents

Suggested good practice

It should be recognised that those working towards build and maintain relationships in work with parents at level 4 may fall into one of two brackets. Learners may have completed a level 3 award and are progressing onto level 4 or learners that may have joined a programme of study directly at level 4, to enhance non-specific Work with Parents qualification. By whatever pathway learners come to be studying at level 4, it is vital that they understand the importance of embedding these important aspects of all Work with parents into their everyday practice before progressing.

Whilst delivering and assessing the outcomes, it is important to focus on issues within Work with Parents. It should be made clear to candidates that there are a variety of settings within the sector and the candidate will need to differentiate from one provision to another, and have a clear understanding of the different kinds of settings, and the limits to their own role.

The unit should be delivered in an interactive format engaging the candidate in a full range of diverse learning opportunities. Activities such as class discussion where candidates can share experiences they have had in a supportive group or individual environment where work with parents has been the fundamental aim is a good way of starting the unit.

To underpin delivery and give the candidate the best chance of successfully completing this unit, references to the NOS (National Occupational Standards Work with Parents) should be integral to the delivery and support the essence of the delivery of building and maintaining relationships in a Work with Parents' service at level 4

Access to resources for investigation and research is recommended within the learning environment, and can be linked to the 'Key Skills' units if appropriate.

Suggested resources

There are a wide variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Tutors should use those they feel most comfortable with. Please ensure that the latest edition is used in this fast changing sector of employment.

Unit 400 Build and maintain relationships in work with parents

Suggested evidence

Centres should note the suggested evidence identified for Unit 400 is **not** an exhaustive list.

- Outcome 1** professional discussion, written report covering assessment criteria and/or reflective account

- Outcome 2** observation of practice, reflective account, professional discussion

- Outcome 3** observation of practice, professional discussion, written report showing strategies

- Outcome 4** observation of practice, reflective account, professional discussion

- Outcome 5** observation of practice, reflective account, professional discussion

- Outcome 6** observation of practice, written report covering assessment criteria, professional discussion

- Outcome 7** observation of practice, professional discussion, work product e.g. showing reporting of any modifications that were required

Unit 401

Support families with complex and multiple needs towards learning, training and employment

Level: 4

Credit value: 4

UAN number: M/504/0416

Unit aims

The aim of this unit is to enable practitioners to support families experiencing long term and multi-generational unemployment in becoming ready to access learning, training and employment. The targeted families will have been initially supported as a result of them being identified as having multiple and complex needs.

Learning outcomes

There are **6** learning outcomes to this unit. The learner will be able to:

1. Understand long term and multi-generational unemployment in families with multiple and complex needs.
2. Understand strategies and approaches to address barriers to learning, training and employment within families.
3. Understand the range of opportunities for learning, training and employment available in the community and broader area.
4. Support families to become more ready to access learning, training and employment.
5. Support families in accessing learning, training and employment opportunities.
6. Understand how to reflect on own practice when facilitating families towards learning, training and employment.

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula

This unit has a relationship with QCF unit D/502/8441 Understand how to support specific client groups to overcome barriers to learning, training and work.

Support for the unit from a SSC or other appropriate body

LSIS

Unit 401 **Support families with complex and multiple needs towards learning, training and employment**

Learning outcomes and assessment criteria

Outcome 1 Understand long term and multi-generational unemployment in families with multiple and complex needs

The learner can:

1. analyse reasons for **long term** and **multigenerational unemployment** in families with multiple and complex needs
2. explain how multi-generational and **whole family unemployment** can affect individuals, families and communities
3. analyse the resulting **barriers to learning, training and work**

Outcome 2 Understand strategies and approaches to address barriers to learning, training and employment within families

The learner can:

1. explain **when families are ready to consider learning, training and employment**
2. explain the rationale and benefits of a strength based approach to supporting families into learning training and employment
3. explain **strategies and approaches** to support families and individuals to overcome barriers and become **more ready to access learning, training and employment**

Outcome 3 Understand the range of opportunities for learning, training and employment available in the community and broader area

The learner can:

1. explain **the range of learning, training and employment opportunities in the community and broader area**
2. review opportunities available to assess their suitability for different families based on family strengths and needs
3. analyse ways in which local services tailor their provision to the needs of families with complex and multiple needs that have experienced long term and multi-generational unemployment

Outcome 4 Support families to become more ready to access learning, training and employment

The learner can:

1. Apply understanding and knowledge of multi-generational and long term unemployment to help families explore and understand their situation
2. Agree support strategies involving all family members to enable the family to become **work ready**
3. Support family members with **application techniques**
4. Work with all family members to monitor and review progress

Outcome 5 Support families in accessing learning, training and employment opportunities

The learner can:

1. Agree strategies with families for them to access learning, training and employment opportunities
2. Support families to access specialist services which provide placement, employment and training opportunities and support
3. Support families in dealing with rejection and in building resilience in searching for learning, training and employment opportunities
4. Work with families and **other services** to monitor and review the progress of the family

Outcome 6 Understand how to reflect on own practice when facilitating families towards learning, training and employment

The learner can:

1. Describe the methods used to reflect on own practice
2. Explain the ways in which you can identify and manage your own experiences and attitudes
3. Explain the reasons why practitioners should reflect on their own practice

Unit 401 Support families with complex and multiple needs towards learning, training and employment

Additional Guidance

Long term unemployment:

Is usually defined as unemployment lasting for longer than one year

Multi-generational unemployment:

Where unemployment is a feature across generations

Whole family unemployment:

Where no family members are employed

Barriers to learning training and work can include:

- Low self-esteem, self-worth, motivation, confidence and resilience
- Poverty and benefits dependency (individual and family levels)
- Health related issues including drug/alcohol misuse and poor mental health
- History of offending
- Reduced employability skills (communication skills, ICT skills, literacy/ numeracy, team work/working with others, problem solving, analytical abilities, self-directed learning, initiative, attitude, behaviours, personal presentation, flexibility, resilience, etc.)
- Reduced networks and lack of opportunity awareness

When families are ready to consider learning, training and employment:

Families being supported will have initially presented as having multiple and complex needs. Practitioners will assess when families are ready to consider learning, training and employment, drawing on their own work with them and sourcing the guidance of other support agencies (see “other services” below) engaged with the family. To do this they will need an understanding of readiness.

The family’s readiness will relate to how successful the change and development process has been in relation to the multiple and complex needs which led to the support relationship being established.

Indicators can include a more stable and safe home environment, a reduction in drug and alcohol issues, a reduction in anti-social behaviour, more effective management of finances and debt, improved home/school relationships and school attendance and positive reports from partner agencies about the progress and stability of the family. Referencing theories such as Maslow’s hierarchy of needs, and theories relating to change in this context would be beneficial in exemplifying depth of understanding.

The range of learning, training and employment opportunities in the community and broader area:

This will include what is available very locally, within the community of the family, and also what is available within realistic (for the family) daily commuting distance. This will include opportunities which can be created specifically for the family by the support worker and other agencies, as well as standard provision and that provided through national, regional or local initiatives. It includes support activity as well as formal training, placement and employment opportunities.

Strategies and approaches:

As well as one to one and whole family support, practitioners will need to have an understanding of national programmes to support families with complex needs access work and training opportunities as well as services which exist locally to address underlying barriers to learning, training and employment and how to help families access them and use them. This will add to, and can be integrated with, direct practitioner support activity.

More ready to access learning, training and employment and work ready:

Building self-esteem, self-worth and resilience; developing *employability skills*; supporting change and lifestyle decision making; developing personal organisation, routine, time keeping and personal organisation; being ready to deal with the financial consequences of re-entering paid work and its impact on whole family benefits, payments, income.

Employability skills include communication, ICT, numeracy, team work, problem solving, working to timescales and requirements, using initiative, etc.

Application techniques:

Practitioners will have a role in supporting families to apply for opportunities and prepare for selection. This will include accessing and using support from, and materials provided by, more specialist agencies and professionals (Job Centre +, local specialist support services, Connexions, adult education, etc.). Techniques include job and opportunity searching, filling in application forms, writing letters, preparing CVs, accessing information online, preparing for interviews, etc.

Other services:

Include schools, social care, health, police/justice, housing, CAMHs, etc. who may also be working with the family. It is important to include them in reviews and monitoring of family progress.

Level: 4

Credit value: 3

UAN number: T/504/0417

Unit aims

To enable parenting practitioners to intervene early (before a couple relationship breaks down) to support parents in their couple relationship.

Learning outcomes

There are **6** learning outcomes to this unit. The learner will be able to:

1. Understand positive couple relationships
2. Understand the pressures that impact on relationships
3. Understand how couple relationships affect parents and children
4. Understand the role of **early intervention** in couple relationship support
5. Be able to use a range of strategies to help couples in relationship distress
6. Understand how to reflect on own practice when supporting couple relationships

Guided learning hours

It is recommended that **28** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula

Work with parents NOS LSIWWP 306v2

Enable parents to reflect on the influences on parenting and the parent child relationship

Support for the unit from a SSC or other appropriate body

LSIS

Unit 402 Support parents in their couple relationship

Learning outcomes and assessment criteria

Outcome 1 Understand positive couple relationships

The learner can:

1. Analyse the benefits of positive couple relationships
2. Explain the **factors that support couple relationships**
3. Explain the ways in which couples develop positive behaviours

Outcome 2 Understand the pressures that impact on relationships

The learner can:

1. Explain the **key stages in a couple relationship** and the **pressures** that they can bring
2. Describe the **environmental factors** that can impact on couple relationships
3. Describe the ways in which life events and transitions can put pressure on couple relationships

Outcome 3 Understand how couple relationships affect parents and children

The learner can:

1. Explain the benefits of a positive couple relationship on co-parenting
2. Analyse how the relationship between parents may affect their children
3. Identify the **past and present factors** that individuals bring to a couple relationship that can influence their parenting

Outcome 4 Understand the role of early intervention in couple relationship support

The learner can:

1. Describe the **risk factors** that suggest early intervention in couple relationship may be beneficial
2. Describe the presenting signs and signals that indicate early intervention is necessary
3. Explain the benefits of early intervention in supporting couple relationships
4. Outline the next steps available following early intervention

Outcome 5 Be able to use a range of strategies to help couples in relationship distress

The learner can:

1. Recognise signs of distress in a couple relationship
2. Use active listening skills to help an individual or couple tell their story
3. Apply insights into how relationships work to help parents explore and understand their situation
4. Agree the best course of action available with an individual or couple
5. Sign-post or refer an individual or couple to appropriate help and support

Outcome 6 Understand how to reflect on own practice when supporting couple relationships

The learner can:

1. Describe the methods used to reflect on own practice
2. Explain the ways in which you can identify and manage your own experiences and attitudes when working with couples
3. Explain the reasons why practitioners supporting couples should reflect on their own practice

Unit 402 Support parents in their couple relationship

Additional Guidance

Factors that support couple relationships:

Include: affection, support, thinking the best, time together and sharing feelings, physical relationships

Key stages in a couple relationship:

These could be described according to a range of models. One model is:

Kovacs, L. (1988). Marital Stages. Family Therapy, 15(2),

In this model the development stages of a relationship are describes as being: romance, reality, power struggle, finding oneself, reconciliation, mutual respect and love.

Stages may not happen in this precise sequence and will vary for couples from different racial, ethnic and religious backgrounds.

Pressures:

At the end of each stage there is an increased risk of conflict and partners often reach different stages at different times.

Environmental factors:

These could include their financial situation, social networks, family networks, housing and many others.

Life events and transitions:

Life events would be those such as death of a parent, being made unemployed. Transitions would be events such as baby being born or a child starting school,

Past and present factors:

Past factors include their own family history, experience of being parented, previous couple relationships. Present factors might include personality, temperament, physical and mental health.

Risk factors:

Risk factors might include birth of a baby, financial hardship, long term illness, children with special needs or disability and others.

Early Intervention

Early intervention refers to any intervention to support the couple relationship to prevent relationship breakdown.

Unit 403

Support parents to understand and manage the impact of their conflict on children

Level: 4

Credit value: 4

UAN number: A/504/0418

Unit aims

The purpose of this unit is to enable family support practitioners to support parents to understand and manage the impact of their conflict on children.

Learning outcomes

There are **5** learning outcomes to this unit. The learner will be able to:

1. Understand the nature of conflict in parental relationships and its causes
2. Understand different types of conflict and how people respond differently to them
3. Understand the impact of conflict on children
4. Understand how to support parents to manage conflict
5. Understand how to reflect on own practice when supporting parents to understand and manage conflict

Guided learning hours

It is recommended that **36** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula

Work with parents NOS LSIWWP 306v2

Enable parents to reflect on the influences on parenting and the parent child relationship

Support for the unit from a SSC or other appropriate body

LSIS

Unit 403 **Support parents to understand and manage the impact of their conflict on children**

Learning outcomes and assessment criteria

Outcome 1 Understand the nature of conflict in parental relationships and its causes

The learner can:

1. Describe the **main elements of conflict**
2. Explain **factors that cause conflict within parent relationships**

Outcome 2 Understand different types of conflict and how people respond differently to them

The learner can:

1. Analyse the differences between **constructive conflict** and **destructive conflict**
2. Explain how **different responses to conflict** can increase or decrease the conflict

Outcome 3 Understand the impact of conflict on children

The learner can:

1. Analyse the **potential impact of constructive conflict** on children
2. Analyse the **potential impact of destructive conflict** on children
3. Explain ways of raising parental awareness of the detrimental impact of destructive conflict on their children

Outcome 4 Understand how to support parents to manage conflict

The learner can:

1. Explain the **tools and strategies** that can be used to support parents to manage conflict constructively

Outcome 5 Understand how to reflect on own practice when supporting parents to understand and manage conflict

The learner can:

1. Describe the methods used to reflect on own practice
2. Explain the ways in which you can identify and manage your own experiences and attitudes when working with parents in conflict
3. Explain the reasons why practitioners supporting parents in conflict should reflect on their own practice

Unit 403 **Support parents to understand and manage the impact of their conflict on children**

Additional Guidance

N.B. All practitioners should ensure that they complete training from their local authority or agency in what to do if they have suspicions of domestic abuse.

Main elements of conflict include:

- The Source Issue – this could be a range of issues such as hard to-resolve problems that are about fundamental differences of attitudes, values and viewpoints between individuals. Others arise from not communicating about irritations about a partner’s behaviour or attitude. For most of the time, these exist below the surface, either being accepted or avoided in favour of a ‘quiet life’
- The Current Stress – At times of stress (e.g. transition points such as the birth of a baby, a change in employment or housing)
- The Trigger – As problems get closer to the surface, some small irritation may lead to a sharp comment
- The Argument – Once the trigger is set, the row flares up. At this point, what happens to the argument will depend on the style of conflict that the couple engage in.
- Destructive Behaviour – as the argument progresses and the couple react with a ‘flight, fight or freeze’ response they are likely to become defensive to being criticised. Destructive behaviour will exacerbate the conflict e.g.- not listening, blocking, fault finding, name calling, looking for ways to hurt, blaming, etc. This sort of behaviour is very effective in feeding the conflict, making it hard to retreat from. At this point, one party may retreat. The couple become less intimate and negativity builds up. The conflict smoulders, ready to flare quickly at the next possible opportunity to ‘fan the flames’
- Constructive Action – Extinguishing the conflict needs one or both of the couple to recognise what is happening, to take control of their feelings and to try and de-escalate the argument. Once the argument has died down, the couple that deal with conflict constructively will find a way to address their differences more positively, without getting heated and fuelling the argument

Factors that cause conflict within parent relationships:

These may include Issues such as money, the in-laws, disciplining the children, sex and housework surface in many relationships. These presenting problems often mask underlying issues such as fears about the loss of identity, fear of being rejected or needing to be in control.

Different responses to conflict:

This should include an explanation of Aaron Beck’s model of the way in which thoughts, feelings and behaviours interact. Different responses also include those linked to different temperament and personality and those linked to evidence based gender differences to conflict.

Constructive conflict:

- Creative – Apology, negotiation, compromise and resolution. Humour and warmth are used
- Productive – One parent may change the subject or give in so that the argument doesn’t continue

Destructive conflict:

Verbal or physical aggression, silent treatment, intense arguments about the children or involve them.

Potential impact of constructive or destructive conflict:

This will include explanation of how children respond to conflict on one of three ways:

- A troublesome child – Some children, particularly boys, become aggressive and difficult, and may develop behavioural problems. This can lead to increased conflict between parents as they struggle to cope.
- A sad and troubled child – Some children become quiet and withdrawn. These behaviours may be overlooked or even encouraged if a child's distress is not recognised. These children can develop emotional problems such as anxiety and depression. This is particularly common in girls.
- A parent child – Some children respond by comforting their parents or try to help with sorting out the cause of the problem. This reversal of child to parent roles is particularly true for girls. Where one parent is supported by the child in this way, the child's relationship with the other parent may be damaged. A child may also become a 'parent' to their brothers or sisters.

The behavioural, social and emotional ways in which children respond should also be explained.

Tools and strategies:

Tools and strategies will include different models which can be shared with parents to help them understand the conflict they are experiencing. Tools and strategies will also include tools that practitioners can use to recognise, respond and then review with parents.

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Related publications

Fast track approval forms – www.cityandguilds.com/childrenandyoungpeople

Smart Screen: SmartScreen is the City & Guilds online learning support website. It gives registered subscribers access to qualification specific support materials.

Materials for the NVQs in Children’s Care, Learning and Development may be cross referenced to be used as appropriately for these Work with Parents qualifications.

Appendix 2 Funding

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

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

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

Appendix 3 Work with Parents consolidated glossary

Work with Parents – Consolidated Glossary of Terms

Word or phrase	Explanation
Abuse	Where the individual is suffering from <ul style="list-style-type: none"> • Physical abuse • Emotional abuse • Sexual abuse • Bullying and/or harassment • Or a combination of any of above
Accessible	Does not present barriers for people either because of language or because it is in a format that can be accessed by people with a disability
Additional resources	e.g. Interpretation services and facilities
Alternative communication	Any device, system or method of communication that helps individuals
Appropriate language	Using language that is clear and easy to understand; avoiding jargon. Using specific language to enhance parent’s knowledge and understanding, especially of children’s personal and social development.
Assertively	Calmly, firmly and clearly, without aggression
Barriers	The things that get in the way or become a hindrance to forming relationships or allowing people to participate
Best practice benchmarks	Widely agreed as providing the most advanced, up to date thinking and practice against which you can measure what you are doing – not minimum standards
Boundaries	The limits of a relationship
Bullying or intimidating behaviour	Rude, aggressive or threatening behaviour – designed to frighten people into behaving as the perpetrator wants them to.
Challenges and changes	These could include major illness, accident, serious mental health issues, or bereavement, or a change of country in traumatic circumstances.
Child Protection	The responsibility of all those working with children, parents and families to contribute to protecting children from abuse. The legal and organisational systems and framework that facilitates this.
Coaching	Coaching helps parents to identify goals, to learn and to develop. This is achieved by facilitating reflection and by using questioning techniques. Parents are also supported to choose and carry out actions to meet their goals. The coaching approach is non judgemental and encourages continuing development of competencies whilst avoiding dependence on the coach. Coaching may be carried out one to one or with a group, where group members may also be helped to coach one another.

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
Communication	Verbal and non-verbal including signs, gestures and symbols, speaking, listening, reading, writing.
Community resources	Resources found in the local community e.g.: parks, Libraries, leisure facilities
Complex Needs	Needs which result from difficulties and challenges
Confidential information	Information that should only be shared with people who have a right to have it, e.g. manager in charge of setting
Constructive criticism	Comments of how things could be done better, the focus is always on how things can be improved not what is wrong.
Continuous professional Development (CPD)	On-going training and professional updating
Correct procedures	Those required by law, inspection agencies and the provision
Disability	A physical or mental impairment which has substantial and long-term effect on the individual's ability to carry out day-to-day activities
Discriminatory practice	Ways of depriving people of their rights
Diversity	The range of differences found in society, especially concerning financial status, ethnicity, culture, sexual orientation, marital status, religious beliefs, family structure
Environment	The physical surroundings and atmosphere
Evidence Based practice	Evidence based practice is an approach based on the best available current, valid and relevant evidence. This requires the integration of the needs and preferences of parents, external research evidence and practitioner expertise. Evidence based practice constantly evolves in response to developing understanding and seeks to ensure that practice corresponds with desired outcomes and applies to parents' particular circumstances.
Families	Includes parents and carers, extended and chosen families – who contribute significantly to the well-being of individual children and who may have legal responsibility.
Format	The way in which information may be provided, e.g. written, spoken or using alternative communication methods
Hazard	Something that may cause harm to the health, safety and welfare of users of the setting or environment, for example, broken glass, faulty equipment, doors being left open that should be closed.
Influences	The factors which can affect the way parents relate to children, such as culture, values, beliefs, environment, health, education, deprivation, abuse, substance abuse, financial problems, criminal activity, etc.
Listen	May refer to physical listening / hearing or responding to other chosen forms of communication
Needs	What individuals require in order to maintain emotional and physical well-being.
Parents	Those who have formally and legally acknowledged parental responsibility for the continuous care and well being of children whether biologically related or not.

Particular/ specialist help	Help which requires skills and expertise beyond that of the parenting practitioner, e.g. medical, legal, housing, health expertise.
Positive response	Seeing challenges as opportunities rather than threats
Positive relationship	Relationships that benefit participants and their ability to participate
Procedures	Steps your organisation says need to be taken in certain situations.
Processes. Practices and outcomes	How you do things, what you do and what you achieve by doing them
Records and information	Written records, computer records, verbal information.
Reflective practice	The process of thinking about and critically analysing your actions with a goal of changing and improving occupational practice.
Risk	The seriousness of a hazard and its likelihood to cause harm
Risk assessment	Probability and the impact of a situation that could be dangerous
Resilience	The ability to withstand normal everyday disappointments, hurt feelings, and assaults on one's confidence without it affecting self-esteem.
Resources	All material resources including premises, and human resources, such as staff and volunteers
Respond	Taking action as a result of listening
Sign Posting	Guiding people in the right direction for another service or source of information or advice
Stakeholders	Others with an interest in the outcomes of activity or discussion, e.g. key stakeholder – specific individuals who have a significant role in the local community
Support	To help, offer advice or give supportive comments
Transition	Most children and young people naturally pass through a number of physical and emotional stages as they grow and develop. Often, they will also be expected to cope with changes such as movement from primary to secondary school and for disabled children or children with chronic ill health, there may be an additional change of support moving from children's to adult services. Such changes are commonly referred to as transitions. Some children may have to face very particular and personal transitions not necessarily shared or understood by all their peers. These include: family illness or the death of a close relative; divorce and family break-up; issues related to sexuality; adoption; the process of asylum; disability; parental mental health; and the consequences of crime.
Work Commitments	Rotas, timetables, meetings, courses, training events, any activities undertaken as part of the work role.

Appendix 4 Links to the common core

Skills and knowledge for the children's workforce

Common core	Units –
1 Effective communication and engagement with children, young people, their families and carers	All units In particular 200 300,305,306,314,315 400
2 Child and young person development	202 302,303,311,312,313, 314
3 Safeguarding and promoting welfare of the child	202 303,314,315,316
4 Supporting transitions	203 309,312
5 Multi-agency working	200 300,307 400
6 Sharing information	200 300,305,315 400

Appendix 5 The Wider Curriculum

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

- Identification of opportunities for evidence generation of spiritual, moral, ethical, social and cultural
- European development
- Environmental education
- Health and safety

The grid below provides guidance where units contain specific evidence of these wider curriculum issues:

Unit Number	Spiritual, moral, ethical, social and cultural issues	European dimension	Environmental education	Health and safety
200	✓	✓		✓
201	✓			✓
202	✓	✓	✓	✓
203	✓			✓
204	✓			✓
300	✓	✓	✓	✓
301	✓			✓
302	✓	✓	✓	✓
303	✓		✓	✓
304	✓		✓	✓
305	✓	✓	✓	✓
306	✓	✓	✓	✓
307	✓	✓	✓	✓
308	✓	✓	✓	✓
309	✓	✓	✓	✓
311	✓		✓	✓
312	✓		✓	✓
313	✓	✓	✓	✓
314	✓	✓	✓	✓
315	✓			✓
316	✓	✓	✓	✓
400	✓	✓	✓	✓

Appendix 6 Work roles based on the NOS

You can find detailed links to the Levels and work roles based on the National Occupation standards by using the following link:

www.parentinguk.org

Examples of roles linked to qualifications – City & Guilds Award and Certificate in Work with Parents 3599

Suitable role – (examples)	Level of qualification	QCF Level
Manager of sectors or settings that have Responsibility for Work with Parents, e.g. <ul style="list-style-type: none">• Manager or Lead Development worker with Responsibility for several locations or with area responsibility.	VRQ – Level 4 <ul style="list-style-type: none">• Award in Work with Parents	4
Supervisory worker responsible for establishing and/or maintaining work with parents, e.g. <ul style="list-style-type: none">• Children’s centre worker	VRQ – Level 3 <ul style="list-style-type: none">• Award in Work with Parents• Certificate in Work with Parents	3
New worker – working with parents – or volunteer (assisting) in working with parents, e.g. <ul style="list-style-type: none">• A parent wishing to work in the sector	VRQ – Level 2 <ul style="list-style-type: none">• Award in Work with Parents	2

Appendix 7 Guidance for evidence based practice

Evidence based practice

Please see the following example for guidance for Evidence Based Practice.

A practitioner is approached by the parent of a deaf child who says they are having difficulty controlling their child's behaviour. The practitioner discusses the situation with the parent and comes to the conclusion that the parent's difficulties are not related to the child's deafness and that the parent would benefit from attending a programme that had been shown by randomised control trials (RCTs) to be effective for parents of children with conduct disorder. The local authority runs and funds such a programme on a regular basis.

The parent, however, insists that they want to attend a programme with other parents of deaf children. Following further discussion with the parent the practitioner agrees to respect this preference and investigates programmes for parents of deaf children. She can find no programme that has been shown by evaluation to be effective for parents of deaf children with conduct disorder. She cannot find any programmes which have been subjected to an RCT but does find one that has been externally evaluated and shown to have positive outcomes for parents and parenting.

The practitioner decides that she should offer the parent this programme and that she may be able to encourage the parent to attend the programme she first suggested if it is still necessary later. She investigates where the programme for parents of deaf children is being delivered and finds that there is no group meeting anywhere near the parent in question. She decides that she will try to set up a group to receive the programme near the parent but finds that no funds are available for such a specialised programme. She consults a voluntary organisation promoting the interests of deaf children and finds that the course she selected is also delivered via conference telephone calls and is able to arrange for the parent to join such a telephone group.

This example shows:

- practitioner expertise in assessment of parenting support needs
- practitioner expertise in selecting an approach that is likely to be successful
- selection of an approach that meets a parent's needs and preferences
- that there are different levels of evidence
- that evidence for a particular outcome does not necessarily imply effectiveness in relation to another outcome
- resource constraints will affect decision making

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